 Music

Year 2 – Summer Term

On This Island – British Songs and Sounds

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| Links to other subject units this term | | |
| History - Kings and Queens  Geography - features of the seaside | | |
| Prior Learning | | |
| The skills required to complete each of these musical activities will build upon those undertaken in the Autumn and Spring Terms. | | |
| Key vocabulary for this unit | | |
| Pitch, dynamics, tempo, compose, sound effect, timbre, instruments | | |
| Learning Sequence: These activities have been set out in non-chronological order but outline the elements of music to be covered this term. | | |
| **Singing** | * Sing, play and follow instructions to perform as a group. * Learn songs which will be sung at The Little Brid Sing in July * Contribute musically to a final performance | |
| **Listening Skills** | * Listen to orchestral music relating to royal occasions e.g. ‘Zadok the Priest’ (discussing crescendo and dynamics in this piece) and ‘I was Glad’ (looking at timbre in this piece) and identify instruments being used and use words to describe the Timbre of the sound created. * Timbre is the ‘sound texture/colour’ that different instruments make based on how the sound is made e.g. vibrating air, vibrating strings, whole instrument vibrating and vibrating skin. * Describe music using simple musical vocabulary. | |
| **Composition** | * Learn about songs from around the British Isles using the unit from Kapow – ‘On this island - British songs and sounds’ and compose a piece of music in groups based on sounds heard at the seaside. * Create a piece that clearly represents a particular environment. * Contribute musically to a final performance. * Extend a piece of music so that it represents three distinct environments. * Describe how they have adapted a sound using musical vocabulary. | |
| **Instrumental exploration** | * Explore multiple ways of making the same sound. * Represent the same sound in different ways. | |
| Assessment milestones | | |
| **Musical Skills:**   * Sing songs regularly with a pitch range of do-so with increasing vocal control. * Be able to demonstrate dynamics and tempo when singing by responding to the leader's directions and visual symbols (e.g. crescendo, decrescendo, pause) * Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). | | **Musical Knowledge:**   * Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) * Understand the meaning of ‘timbre’ |