



# Halsall St Cuthbert's CE Primary School Music



Our bespoke curriculum contains the following Golden threads:

- Environment & Locality
- Equality & Diversity
- Expression & Confidence

## Year 2

Topic: Musical elements – pulse, pitch and rhythm

Model Charanga unit

### Objectives

- NC Experiment with, create, select and combine sounds using the interrelated dimensions of music.
- To move in time and keep a steady beat together
- Experiment with, create, select and combine sounds using the interrelated dimensions of music.
- To understand the difference between creating a rhythm pattern and a pitch pattern.
- Continue to copy back simple rhythmic and melodic patterns using long and short, high and low
- To sing short phrases independently
- Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo).

### Key Vocabulary

### Enrichment Opportunities

Rhythm (long or short sounds), tempo (fast or slow), pitch (high or low)

Watch live music where possible

### Values

### End Outcomes and assessment

Environment & Locality:

Equality & Diversity:

Expression & Confidence: performing solo and as a group

- I can find the pulse of the music by moving my body.
- I understand that rhythm is a pattern of long and short sounds which are performed over the pulse of the music.
- I understand that pitch describes how high or low sounds are..
- I can follow the leader of the group or the conductor.
- I understand that when the speed of the music changes, the tempo increases/decreases
- I clap a rhythm that I have made up by myself.

## Year 2

Topic: Samba Music Course

Charanga Unit

<https://www.lancashiremusichub.co.uk/c/1314439-instruments/1369791-courses-and-units/1375335-samba-course>

### Objectives

- NC use their voices expressively and creatively by singing songs and speaking chants and rhymes □ play tuned and untuned instruments musically □ experiment with, create, select and combine sounds using the inter-related dimensions of music.
- To recognise the rhythms of Samba music
- To use body percussion to join in with samba rhythms
- To become familiar with the sounds of Batucada and samba funk

### Key Vocabulary

Tempo, beat, rhythms, samba

### Enrichment Opportunities

Work on Brazil

### Values

Environment & Locality:

Equality & Diversity: where does samba music come from?

Expression & Confidence: performance

### End Outcomes and assessment

- I can use body percussion to join in with samba rhythms
- I begin to recognise and follow hand signals for ensembles.
- I can play samba beats as part of an ensemble

## Year 2

Topic: BBC 10 Pieces

“No place like...”

<https://www.bbc.co.uk/teach/ten-pieces/articles/z7k4f4j>

### Objectives

- NC experiment with, create, select and combine sounds using the inter-related dimensions of music.
- To listen to a new piece of music and describe what they hear
- To listen to the environment around them, and find new sounds
- To make their own 'Home' sound piece
- To think of new words for songs
- To help write a story with sound effects

### Key Vocabulary

Pitch, accompany,

### Enrichment Opportunities

Work in English lesson to create a story

### Values

Environment & Locality: what does “home” mean to us?

Equality & Diversity: compare different homes

Expression & Confidence: performance

### End Outcomes and assessment

- I can sing at different pitches
- I can add new words to a familiar tune
- I can add sounds to a story using instruments or things from the environment

## Year 2

Topic: "3 Little Birds"    Reggae Singing    Charanga Unit

### Objectives

- NC Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- To listen and begin to appraise a variety of songs and music
- To know the style and structure of a reggae song - 3 Little Birds by Bob Marley
- To sing along with a reggae song

### Key Vocabulary

Reggae, Glockenspiels, accompany, rhythm, tempo, dynamics,

### Enrichment Opportunities

Find more out about Reggae

### Values

Environment & Locality:  
Equality & Diversity: who was Bob Marley?  
Expression & Confidence: Performance

### End Outcomes and assessment

- I can recognise the reggae beat
- I can take part in a choral performance of "3 Little Birds" by Bob Marley
- I can play accompaniments to the song on the glockenspiels

## Year 2

**Topic: Recorders**

<https://www.lancashiremusichub.co.uk/c/1314439-instruments/1368527-first-notes-to-first-band/1368530-recorder/lessons/601102-act-1-first-notes>

### Objectives

- NC play tuned and untuned instruments musically
- To know how to hold and play the recorder correctly
- To play along to a simple tune

### Key Vocabulary

Recorders, notes, dynamics, rhythm, conductor

### Enrichment Opportunities

The pupils can play for a real audience - school assembly or Strawberry Teas performance?

### Values

Environment & Locality:

Equality & Diversity:

Expression & Confidence: Performance

### End Outcomes and assessment

- I can hold a recorder properly
- I have the correct posture
- I can play notes and a simple tune on the recorder
- I can follow a conductor

## Year 2

Topic: "I wanna play in a band!"

Rock music

Charanga Unit

### Objectives

- NC use their voices expressively and creatively by singing songs and speaking chants and rhymes □ play tuned and untuned instruments musically □ listen with concentration and understanding to a range of high-quality live and recorded music
- To become familiar with the rock style of music
- To listen and begin to appraise a variety of songs and music
- Listen and clap back, then listen and clap your own answer (rhythms)
- To use instruments to join in with and improvise along to a rock song

### Key Vocabulary

Pitch, rhythm, rock, tempo, glockenspiels

### Enrichment Opportunities

Listen to live or recorded performances of rock bands

### Values

Environment & Locality:

Equality & Diversity:

Expression & Confidence: performance

### End Outcomes and assessment

- I can sing along to a rock song
- I begin to say what they like and don't like about a song, using correct vocabulary of pitch and tempo
- I can use the glockenspiel to improvise along with a rock song