

# ACET Junior Academies'

## Scheme of Work for music Year 2

- Whole class outcome
  - Challenge outcome
- **Previously taught objective**



Unit 1 - Animals			
Enquiry	Key Skill	Key concepts	Outcomes
E1 - What is timbre?	<ul style="list-style-type: none"> <li>• Move appropriately to music.</li> <li>• Adapt sounds by changing the tempo, dynamics and timbre.</li> <li>• Work in an ensemble to create a short section of sound.</li> </ul>	Sound Tempo Dynamics Timbre	Listening <ul style="list-style-type: none"> <li>• Listen to recorded performances and live music - Animals</li> </ul> Composing <ul style="list-style-type: none"> <li>• Create music in response to a non-musical stimulus</li> </ul> <b>Musicianship</b> Pulse/beat <ul style="list-style-type: none"> <li>• Understand the speed of the beat can change can change, creating a faster or slower pace (<b>tempo</b>)                             <ul style="list-style-type: none"> <li>○ Mark the beat when listening to music by clapping/tapping and recognising tempo as well as changes in tempo.</li> </ul> </li> <li>• Walk in time to a piece of music or song. Know the difference between left and right to support co-ordination and shared movement with others.</li> </ul>
E2 - How can we use	<ul style="list-style-type: none"> <li>• Describe and appraise music.</li> </ul>	Orchestral instruments	Listening

<p>structure rhythm?</p>	<ul style="list-style-type: none"> <li>• Clap a rhythm, repeat and clap back a rhythm.</li> <li>• Clap a rhythm in time to music.</li> <li>• Recognise musical notation.</li> </ul>	<p>Rhythm Rhythmic notation</p>	<p>Rhythm</p> <ul style="list-style-type: none"> <li>• Listen to recorded performances and live music - Animals</li> <li>• Perform copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</li> <li>• Create rhythms using word phrases as a starting point (tah, tee-tee)</li> </ul>
<p>E3 - What is call and response structure?</p>	<ul style="list-style-type: none"> <li>• Sing a melody with accuracy.</li> <li>• Understand what call and response is.</li> <li>• Sing a call and response song.</li> <li>• Perform with actions.</li> </ul>	<p>Rhythm Call and response</p>	<p>Singing</p> <ul style="list-style-type: none"> <li>• Singing songs with a small pitch range, pitching accurately with increasing control. <ul style="list-style-type: none"> <li>○ Sing songs regularly with a <b>pitch</b> rang of <b>do-so (5<sup>th</sup>)</b> with increasing vocal range.</li> </ul> </li> <li>• Know the meaning of dynamics and tempo <ul style="list-style-type: none"> <li>○ To be able to demonstrate these when singing by responding to the music leader's directions and visual symbols (<b>e.g. crescendo, decrescendo and pause</b>)</li> </ul> </li> </ul> <p>Pitch</p> <ul style="list-style-type: none"> <li>• Recognise pitch changes - Play a range of signing games based on <b>the cuckoo interval</b> matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.</li> <li>• Respond to pitch changes heard in short melodic phrases, indicting with actions (e.g. standup/sit down, hands high/hands low)</li> </ul>
<p>E4 - How can we develop a call and response rhythm?</p>	<ul style="list-style-type: none"> <li>• Create a call and response rhythm.</li> <li>• Play a call and response rhythm.</li> <li>• Create a structure for a call and response rhythm.</li> </ul>	<p>Call and response Rhythm Structure Repetition</p>	<p>Composing</p> <ul style="list-style-type: none"> <li>• Create music in response to a non-musical stimulus</li> <li>• Work with a partner to <b>improvise</b> simple <b>question and answer</b> phrases, to be sung and played on <b>untuned percussion</b>, creating a musical conversation <ul style="list-style-type: none"> <li>○ Use <b>graphic symbols, dot notation and stick notation</b>, as appropriate, to keep a record of composed pieces.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Record the structure of the rhythm.</li> </ul>		<p>Rhythm</p> <ul style="list-style-type: none"> <li>Perform copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</li> <li>Create rhythms using word phrases as a starting point (tah, tee-tee)</li> </ul>
E5 - How can we improve our performance?	<ul style="list-style-type: none"> <li>Play a call and response rhythm.</li> <li>Follow a structure for a call and response rhythm.</li> <li>Improve a musical piece.</li> <li>Appraise others performances.</li> </ul>	<p>Call and response Rhythm Structure Perform Dynamics Feedback</p>	<p>Composing</p> <ul style="list-style-type: none"> <li>Create music in response to a non-musical stimulus</li> <li>Work with a partner to <b>improvise</b> simple <b>question and answer</b> phrases, to be sung and played on <b>untuned percussion</b>, creating a musical conversation <ul style="list-style-type: none"> <li>Use <b>graphic symbols, dot notation and stick notation</b>, as appropriate, to keep a record of composed pieces.</li> </ul> </li> </ul> <p>Rhythm</p> <ul style="list-style-type: none"> <li>Perform copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</li> </ul> <p>Create rhythms using word phrases as a starting point (tah, tee-tee)</p>
Unit 2 - Orchestral instruments			
E1 - What is an orchestra?	<ul style="list-style-type: none"> <li>Listen to and describe music.</li> <li>Recognise the sounds of instrument families and specific instruments.</li> </ul>	<p>Orchestra Instruments - individual instruments String section Woodwind section Brass section Percussion section Pitch</p>	<p>Listening</p> <ul style="list-style-type: none"> <li><b>Listen to recorded performances and live</b></li> </ul> <p><b>Musicianship</b></p> <p>Pulse/beat</p> <ul style="list-style-type: none"> <li><i>Understand the speed of the beat can change can change, creating a faster or slower pace (<b>tempo</b>)</i> <ul style="list-style-type: none"> <li><i>Mark the beat when listening to music by clapping/tapping and recognising tempo as well as changes in tempo.</i></li> </ul> </li> </ul> <p>Pitch</p> <ul style="list-style-type: none"> <li>Respond to pitch changes heard in short melodic phrases, indicating with actions (e.g. standup/sit down, hands high/hands low)</li> </ul>

<p>E2 - How can music help tell a story?</p>	<ul style="list-style-type: none"> <li>• Listening and appraising -what is happening in the music including any changes.</li> <li>• Identifying sounds of different instruments of the sections of the orchestra.</li> </ul>	<p>Sound effects Orchestral instruments - name of individual instruments</p>	<p>Listening</p> <ul style="list-style-type: none"> <li>• <b>Listen to recorded performances and live</b></li> </ul> <p><b>Musicianship</b></p> <p>Pulse/beat</p> <ul style="list-style-type: none"> <li>• <i>Understand the speed of the beat can change can change, creating a faster or slower pace (<b>tempo</b>)</i> <ul style="list-style-type: none"> <li>○ <i>Mark the beat when listening to music by clapping/tapping and recognising tempo as well as changes in tempo.</i></li> <li>○ Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. <ul style="list-style-type: none"> <li>○ Identify the <b>beat groupings</b> in familiar music that they sing regularly and listen to.</li> </ul> </li> </ul> </li> </ul> <p>Pitch</p> <ul style="list-style-type: none"> <li>• Respond to pitch changes heard in short melodic phrases, indicating with actions (e.g. standup/sit down, hands high/hands low)</li> </ul>
<p>E3 - How can we use timbre, tempo and dynamics to help enhance a story?</p>	<ul style="list-style-type: none"> <li>• Creating a piece of music with some appropriate. tempo, dynamics and timbre changes.</li> </ul>	<p>Tempo Dynamics Timbre Characters Emotions Actions</p>	<p>Singing</p> <ul style="list-style-type: none"> <li>• Know the meaning of <b>dynamics, tempo, pitch</b></li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>• <b>Listen to recorded performances and live</b></li> </ul> <p>Composing</p> <ul style="list-style-type: none"> <li>• <i>Create music in response to a non-musical stimulus</i></li> <li>• Use <b>graphic symbols, dot notation and stick notation</b>, as appropriate, to keep a record of composed pieces. <ul style="list-style-type: none"> <li>○ Use music technology, if available, to capture, change and combine sounds.</li> </ul> </li> </ul>

<p>E4 - What will we use to create a musical story?</p>	<ul style="list-style-type: none"> <li>• Experiment and select appropriate musical instruments to represent characters.</li> <li>• Experiment and select appropriate timbre, tempo and dynamics to enhance a musical piece.</li> </ul>	<p>Experiment Select Timbre Tempo Dynamics Characters Actions Emotions</p>	<p>Singing</p> <ul style="list-style-type: none"> <li>• Know the meaning of <b>dynamics, tempo, pitch</b></li> </ul> <p>Composing</p> <ul style="list-style-type: none"> <li>• <i>Create music in response to a non-musical stimulus</i></li> <li>• <i>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation</i></li> <li>• Use <b>graphic symbols, dot notation and stick notation</b>, as appropriate, to keep a record of composed pieces. <ul style="list-style-type: none"> <li>○ Use music technology, if available, to capture, change and combine sounds.</li> </ul> </li> </ul> <p>Pitch</p> <ul style="list-style-type: none"> <li>• Recognise dot notation and match it to 3-note tunes played on <b>tuned-percussion</b>.</li> </ul>
<p>E5 - What improvements can we make to our performance?</p>	<ul style="list-style-type: none"> <li>• Select and combine appropriate musical instruments to represent characters.</li> <li>• Select and combine appropriate timbre, tempo and dynamics to enhance a musical piece.</li> </ul>	<p>Experiment Select Timbre Tempo Dynamics Characters Actions Emotions</p>	<p>Composing</p> <ul style="list-style-type: none"> <li>• <i>Create music in response to a non-musical stimulus</i></li> <li>• <i>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation</i></li> <li>• Use <b>graphic symbols, dot notation and stick notation</b>, as appropriate, to keep a record of composed pieces.</li> <li>• Use music technology, if available, to capture, change and combine sounds.</li> </ul> <p><b>Musicianship</b></p> <p>Pulse/beat</p> <ul style="list-style-type: none"> <li>• <i>Understand the speed of the beat can change can change, creating a faster or slower pace (tempo)</i></li> </ul> <p>Rhythm</p>

			<ul style="list-style-type: none"> <li>• Read and respond to chanted rhythm patterns, and represent them with stick notation including <b>crotchets</b>, <b>quavers</b> and <b>crotchet rests</b>.</li> <li>• Create and perform their own created rhythm patterns with the same stick notation.</li> </ul> <p>Pitch</p> <ul style="list-style-type: none"> <li>• Recognise dot notation and match it to 3-note tunes played on <b>tuned-percussion</b>.</li> </ul>
Unit 3 - Kenya			
E1 - What does Kenyan music sound like?	<ul style="list-style-type: none"> <li>• Singing, playing and following direction.</li> <li>• Appraising music using appropriate musical vocabulary.</li> </ul>	<p>Sing and play Kenyan folk song</p> <p>Soundscape</p> <p>Instruments</p> <p>Listening and appraising</p> <p>Musical vocabulary</p> <p>Inter-related dimensions of music</p>	<p>Pitch</p> <ul style="list-style-type: none"> <li>• Sing short phrases independently within a singing game or short song</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>• Listen to recorded performances and live</li> </ul> <p><b>Musicianship</b></p> <p>Pulse/beat</p> <ul style="list-style-type: none"> <li>• <i>Understand the speed of the beat can change can change, creating a faster or slower pace (<b>tempo</b>)</i> <ul style="list-style-type: none"> <li>○ <i>Mark the beat when listening to music by clapping/tapping and recognising tempo as well as changes in tempo.</i></li> <li>○ <i>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</i></li> </ul> </li> </ul>
E2 - How to create a soundscape of the Masai Mara?	<ul style="list-style-type: none"> <li>• Singing accurately and confidently.</li> <li>• Experiment with multiples ways of making sounds.</li> </ul>	<p>Sing and play Kenyan folk song</p> <p>Soundscape</p> <p>Instruments</p> <p>Listening and appraising</p> <p>Musical vocabulary</p>	<p>Pitch</p> <ul style="list-style-type: none"> <li>• Sing short phrases independently within a singing game or short song</li> </ul> <p>Rhythm</p> <ul style="list-style-type: none"> <li>• <i>Create and perform their own created rhythm patterns with the same stick notation.</i></li> </ul>

		Inter-related dimensions of music	
E3 - What does Nairobi city sound like?	<ul style="list-style-type: none"> <li>• Singing accurately and confidently.</li> <li>• Experiment with multiples ways of making sounds.</li> </ul>	<p>Sing and play Kenyan folk song</p> <p>Soundscape</p> <p>Instruments</p> <p>Listening and appraising</p> <p>Musical vocabulary</p> <p>Inter-related dimensions of music</p>	<p>Composing</p> <ul style="list-style-type: none"> <li>• <i>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</i> <ul style="list-style-type: none"> <li>○ <i>Use music technology, if available, to capture, change and combine sounds.</i></li> </ul> </li> </ul> <p>Pitch</p> <ul style="list-style-type: none"> <li>• Sing short phrases independently within a singing game or short song</li> </ul> <p>Rhythm</p> <ul style="list-style-type: none"> <li>• <i>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchet rests.</i></li> <li>• <i>Create and perform their own created rhythm patterns with the same stick notation.</i></li> </ul>
E4 - How to structure a soundscape?	<ul style="list-style-type: none"> <li>• Experiment and select appropriate sounds to recreate an environmental soundscape.</li> <li>• Play instruments musically and confidently.</li> <li>• Listen to others' contribution and ideas.</li> <li>• Select and combine sounds,</li> </ul>	<p>Environments</p> <p>Structure - Beginning, middle, end</p> <p>Instruments</p> <p>Voices</p> <p>Body percussion</p>	<p>Composing</p> <ul style="list-style-type: none"> <li>• <i>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</i> <ul style="list-style-type: none"> <li>○ <i>Use music technology, if available, to capture, change and combine sounds.</i></li> </ul> </li> </ul> <p><b>Musicianship</b></p> <p>Pulse/beat</p> <ul style="list-style-type: none"> <li>• <i>Understand the speed of the beat can change can change, creating a faster or slower pace (tempo)</i></li> </ul> <p>Pitch</p> <ul style="list-style-type: none"> <li>• Sing short phrases independently within a singing game or short song</li> </ul> <p>Rhythm</p>

	<p>using a structure to organise them.</p>		<ul style="list-style-type: none"> <li>• <i>Read and respond to chanted rhythm patterns, and represent them with stick notation including <b>crotchets</b>, <b>quavers</b> and <b>crotchet rests</b>.</i></li> <li>• <i>Create and perform their own created rhythm patterns with the same stick notation.</i></li> </ul>
<p>E5 - How to create a musical journey through Kenya?</p>	<ul style="list-style-type: none"> <li>• Experiment and select appropriate sounds to recreate an environmental soundscape.</li> <li>• Play instruments musically and confidently.</li> <li>• Listen to others' contribution and ideas.</li> <li>• Select and combine sounds, using a structure to organise them.</li> </ul>	<p>Composition Structure Inter-related dynamics of music Performance</p>	<p>Composing</p> <ul style="list-style-type: none"> <li>• <i>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</i> <ul style="list-style-type: none"> <li>○ <i>Use music technology, if available, to capture, change and combine sounds.</i></li> </ul> </li> </ul> <p><b>Musicianship</b></p> <p>Pulse/beat</p> <ul style="list-style-type: none"> <li>• <i>Understand the speed of the beat can change can change, creating a faster or slower pace (<b>tempo</b>)</i></li> </ul> <p>Pitch</p> <ul style="list-style-type: none"> <li>• Sing short phrases independently within a singing game or short song</li> </ul> <p>Rhythm</p> <ul style="list-style-type: none"> <li>• <i>Read and respond to chanted rhythm patterns, and represent them with stick notation including <b>crotchets</b>, <b>quavers</b> and <b>crotchet rests</b>.</i></li> </ul> <p><i>Create and perform their own created rhythm patterns with the same stick notation.</i></p>