



## Music planning - curriculum overview 2024 - 2025

### Year 2 Classes (Paddington Bear, Night Pirates)

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Autumn A Kapow unit: Call and response (Animals)	<b>Animal sounds</b> Listening to the sounds of some animals that can be found on safari and using instruments to replicate them.	<b>Sound pattern safari</b> Using voices to imitate the sounds of animals and learning to clap back animal sound patterns in time to the music.	<b>Call and response</b> Practising sound patterns from Lesson 2 in a 'call and response' structure.	<b>Instrumental response</b> Inventing original call and responses representing animals.	<b>Dynamics performance</b> Performing call and response chants, using musical instruments with varying dynamics.
Autumn B Kapow unit: N/A The Nativity	Practising songs from the nativity performance - working on singing and performing skills. <i>NB: Reception unit 'Celebration Music' includes music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas, to use as needed to support cross-curricular teaching for this half term.</i>				
Spring A Kapow unit: Instruments (Musical storytelling)	<b>Listening for dynamics and tempo</b> Exploring and analysing a piece of music to understand how different musical elements, such as instruments, tempo and dynamics, help convey the story of the three bears.	<b>Sound effects and dynamics</b> Exploring how music and sound effects tell a story.	<b>Creating a soundscape</b> Exploring tempo and dynamics to tell the familiar story of Red Riding Hood.	<b>Using sound to represent events</b> Working in groups, children plan how to tell the story of Jack and the Beanstalk through music, using their understanding of dynamics and tempo.	<b>Musical story performance</b> Performing musical versions of Jack and the Beanstalk.

<p>Spring B Kapow unit: Pitch (Musical me)</p>	<p><b>Once a man fell in a well</b> Learning to sing 'Once a man fell in a well' and use untuned percussion instruments to play the pulse and rhythm.</p>	<p><b>Dynamics and timbre</b> Beginning to understand how timbre and dynamics can be used to show different emotions in a piece of music.</p>	<p><b>Melody</b> Learning that letter notation is used to record the names of the notes and the order in which they are to be played.</p>	<p><b>My own melody</b> Creating their own melody by first making up their music and then writing it down using letter-name notation.</p>	<p><b>Group composition</b> Composing a group piece of music using dynamics and timbre to reflect an emotion; choosing instruments to play and making decisions about the structure and sound of the piece before rehearsing and performing.</p>
<p>Summer A Kapow unit: Dynamics, timbre, tempo and motifs (Space)</p>	<p><b>Space soundtrack</b> Representing space using the children's voices and creating atmosphere using dynamics.</p>	<p><b>Listening to space</b> Listening to space-inspired music; identifying the dynamics, instruments and mood of the pieces of music; responding creatively by drawing what the children hear.</p>	<p><b>Comparing planets</b> Comparing two pieces of music by the same composer; using musical vocabulary to explain differences in tempo, dynamics, timbre and instruments.</p>	<p><b>Planet motif</b> Creating and playing motifs (short sequences of sound); notating or writing down compositions.</p>	<p><b>Journey to space</b> Combining soundscapes and motifs created in previous lessons to create and perform a longer piece of music.</p>
<p>Summer B Kapow unit: N/A Exploring performing skills: Y2 Leavers Assembly</p>	<p>Practising for the Year 2 leavers assembly - working on singing and performing skills.</p>				