



Year 2- Hands, Feet, Heart!

You have already learnt... To listen and talk about different songs.

Know some names for different instruments. Clap and copy back simple rhythms. Sing some songs from memory.

Key Skills

1 – Listening: Hands, Feet, Heart

Find the pulse as you are listening to the music: Can you dance, get funky or find the groove?

Instruments/voices you can hear: keyboard, bass, drums, electric guitars, saxophone, trumpet, vocals.



2 – Musical Activities

Find the pulse!

- What animal can you be finding the pulse?

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Make up your own rhythm

Singing

- Sing Hands, Feet, Heart in groups
- Have fun!

Playing instruments using up to three notes

– G or G, A + C. *Which part did you play?*

3 – Perform & Share

A class performance of Hands, Feet, Heart. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Improvise using the notes C + D:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.

Which notes did you use?

Key Knowledge

- To know that music has a steady **pulse**, like a heartbeat.
- Know the names of **untuned percussion** instruments played in class.
- To know some songs have a **chorus** or a **response/answer** part.
- To know that we can create **rhythms** from words, our names, favourite food, colours and animals.
- **Pitch** is how high or low a sound or instrument can be. A drum has a low pitch.
- When someone **improvises**, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- A **performance** is sharing music with other people, called an audience.

Words you need to know:

Pulse: The regular beat or rhythm in music.

Rhythm: The arrangement of sounds and beats in music that create a pattern.

Pitch: The highness or lowness of a sound in music.

Improvise: To create or perform something without previous preparation or practice.

Compose: To create or write music.

Perform: To present or show a piece of music in front of an audience.

Audience: The group of people who watch or listen to a performance, such as a concert or play.

Melody: A series of musical notes that create a tuneful or memorable line in a piece of music.

Dynamics: The variation in volume from soft to loud
Tempo: The speed at which a piece of music is played.

Next you will learn...

How to improvise using rhythm and pitch

Play notes G A C

Compose a simple melody



Year 2- Ho Ho Ho!

You have already learnt... To listen and talk about different songs.

Know some names for different instruments. Clap and copy back simple rhythms. Sing some songs from memory.

Key Skills

1 – Listening: Ho Ho Ho (A fun song about Christmas)

Find the pulse as you are listening to the music: Move to the music and feel the groove.

Instruments/voices you can hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.



2 – Musical Activities

Find the pulse!

- You can march and find the pulse
- You can be rapper and find the pulse

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythm

Pitch is high and low sounds. We add pitch to the pulse and rhythm when we sing and play an instrument.

Playing instruments using up to three notes – G or G, A and B. *Which part did you play?*

Singing: Rap and sing Ho Ho Ho. Have fun!

Improvise using words

3 – Perform & Share

A class performance. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Key Knowledge

- Music has a steady **pulse**, like a heartbeat.
- Know the names of **untuned percussion** instruments played in class.
- Know some songs have a **chorus** or a **response/answer** part.
- We can create **rhythms** from words, our names, favourite food, colours and animals.
- **Pitch** is how high or low a sound or instrument can be. A drum has a low pitch.
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- A **performance** is sharing music with other people, called an audience.

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Next you will learn...

How to improvise using rhythm and pitch
Play notes G A C
Compose a simple melody



Year 2- I wanna play in a band.

You have already learnt... To listen and talk about different songs.

Know some names for different instruments. Clap and copy back simple rhythms. Sing some songs from memory.

Key Skills

1 – Listening: I Wanna Play In A Band

Find the pulse as you are listening to the music: You can be a rockstar and play air guitar, or just dance, clap hands and stamp your feet!

Instruments/voices you can hear: keyboard, drums, bass, electric guitar, singers.



2 – Musical Activities

Find the pulse!

- You decide what you will be.

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite food
- Make up your own rhythms

Singing in all the different styles!

Playing instruments using up to three notes – F or D and C. *Which part did you play?*

Improvise using the notes F + G:

- Challenge 1** Clap and Improvise
- Challenge 2** Sing, Play and Improvise
- Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms, choosing from the notes F + G or F, G + A.

3 – Perform & Share

A class performance of I Wanna Play In A Band. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Key Knowledge

- To know that music has a steady **pulse**, like a heartbeat.
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- To know some songs have a **chorus** or a **response/answer** part.
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Next you will learn...

How to improvise using rhythm and pitch Play notes G A C



Year 2- Zoo time!

You have already learnt... To listen and talk about different songs.

Know some names for different instruments. Clap and copy back simple rhythms. Sing some songs from memory.

Key Skills

1 – Listening: Zootime

Find the pulse as you are listening to the music: Dance, wiggle, march, clap.

Instruments/voices you can hear: Keyboard, drums, bass, electric guitar, singers.



2 – Musical Activities

Find the pulse!

- Be an animal of your choice

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite animal
- Make up your own rhythms

Pitch is high and low sounds. We add pitch to the pulse and rhythm when we sing and play an instrument.

3 – Perform & Share

A class performance of Zootime. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel?

Will you record it?

Singing and dancing and having fun!

Playing instruments using up to two notes – C or C + D. Which part did you play?

Improvise using the notes C + D:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.

Key Knowledge

- To know that music has a steady **pulse**, like a heartbeat.
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Next you will learn...

How to improvise using rhythm and pitch



Year 2- Friendship song!

You have already learnt... To listen and talk about different songs.

Know some names for different instruments. Clap and copy back simple rhythms. Sing some songs from memory.

Key Skills

1 – Listening: Friendship Song

Find the pulse as you are listening to the music: Dance, move, sway with your friends

Instruments/voices you can hear: Keyboard, drums, bass, a female singer, a glockenspiel



2 – Musical Activities

Find the pulse!

- You can decide how to find the pulse!

Clapping Rhythms

- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythms

Singing in two-parts

Playing instruments using up to three notes

– C or E and G. Which part did you play?

Improvise using the notes C + D

- Challenge 1** Clap and Improvise
- Challenge 2** Sing, Play and Improvise
- Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D or E.

Which notes did you use?

3 – Perform & Share

A class performance of Friendship Song. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Key Knowledge

- To know that music has a steady **pulse**, like a heartbeat.
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Next you will learn...

How to improvise using rhythm and pitch

Play notes G A C

Compose a simple melody



Year 2- Reflect, Rewind, Replay!

You have already learnt... To listen and talk about different songs.

Know some names for different instruments. Clap and copy back simple rhythms. Sing some songs from memory.

Key Skills

1 – Listening: Friendship Song

Find the pulse as you are listening to the music: Dance, move, sway with your friends

Instruments/voices you can hear: Keyboard, drums, bass, a female singer, a glockenspiel



2 – Musical Activities

Find the pulse!

- You can decide how to find the pulse!

Clapping Rhythms

- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythms

Singing in two-parts

Playing instruments using up to three notes
– C or E and G. Which part did you play?

Improvise using the notes C + D

- Challenge 1** Clap and Improvise
- Challenge 2** Sing, Play and Improvise
- Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D or E.

Which notes did you use?

3 – Perform & Share

A class performance of Friendship Song. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

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Compose a simple melody

