

Music

Year 2

Term by Term Coverage

Fairisle Infant and Nursery School



Expect Success

Autumn 1: Unit 1: Hands, feet, Heart

Can you use the skills of listening, playing, singing, improvising, composing and performing through the Charanga Music scheme and games?

This unit is about South Africa and South African music.

By the end of this term, children should know how to:

- find the pulse as they are listening to the music and then move or dance to the pulse e.g. like a monkey
- identify instruments and voices they can hear (drums, electric guitars, saxophone, trumpet, vocals)
- copy and clap the rhythm they can hear and make up their own rhythm
- sing 'Hands, Feet, Heart' in groups
- play instruments using up to three notes, G or G, A + C
- improvise using the notes C + D
- compose a simple melody using the notes C + D or C, D + E
- introduce and perform as a class the song Hands, Feet, Heart



Vocabulary

Keyboard: A row or set of keys for producing the notes in an organ, piano, or similar instrument. Also: a set of bars on a xylophone or similar instrument

Drum: a percussion instrument sounded by being struck with sticks or the hands

Bass: the lowest range/pitch of a voice or musical instrument

Electric guitar: an electrically amplified musical instrument having four or more heavy strings

Trumpets: a brass musical instrument with a flared bell and a bright, penetrating tone

Saxophone: a member of a family of metal wind instruments with a reed like that of a clarinet, used especially in jazz and dance music

Pulse/Beat: the heartbeat or steady beat of a song/ piece of music

Rhythm: the combination of long and short sounds to make patterns

Pitch: the range of high and low sounds

Improvise: to make up a tune and play it on the spot: there is an assumption that it can never be recreated

Compose : creating and developing musical ideas and 'fixing' these

Melody: another name for a tune

Perform: singing and playing instruments

Audience: A group of people listening to a performance

Autumn 2: Unit 2: Ho Ho Ho

Can you use the skills of listening, playing, singing, improvising, composing and performing through the Changa Music scheme and games?

This unit is about South Africa and South African music.

By the end of this term, children should know how to:

- find the pulse as they listen to the music, march to the music, feel the groove and become a rapper to find the pulse
- identify instruments and voices they can hear
- copy and clap the rhythms they can hear and make up their own
- recognise and add pitch to the pulse and rhythm when singing and playing an instrument
- sing and rap the song 'Ho Ho Ho'
- use up to three notes to play an instrument (G or G, A and B)
- compose, introduce, perform and share a performance to an audience



Vocabulary

Keyboard: A row or set of keys for producing the notes in an organ, piano, or similar instrument. Also: a set of bars on a xylophone or similar instrument

Bass: the lowest range/pitch of a voice or musical instrument

Guitar: a stringed instrument played by plucking or strumming with the fingers

Trumpet: a brass musical instrument with a flared bell and a bright, penetrating tone

Saxophone: a member of a family of metal wind instruments with a reed like that of a clarinet, used especially in jazz and dance music

Dynamics: how loud or quiet the music is

Tempo: an Italian word used to describe how fast/slow the music goes

Pulse/Beat: the heartbeat or steady beat of a song/piece of music

Rhythm: the combination of long and short sounds to make patterns

Perform: singing and playing instruments

Audience: A group of people listening to a performance

Improvise: to make up a tune and play it on the spot: there is an assumption that it can never be recreated

Percussion: the striking of musical instruments to produce tones e.g. a drum. It can also be the act of striking body parts together to produce a sound or the name of a group of instruments.

Rap: the act of talking over a beat



Spring 1: Unit 3: Ho Ho Ho

Can you use the skills of listening, playing, singing, improvising, composing and performing through the Charinga Music scheme and games?

This unit is about playing together in a band and rock music.

By the end of this term, children should know how to:

- find the pulse as they listen to the music (be a rock star and play air guitar, dance, clap hands and stamp feet)
- identify instruments and voices they can hear
- copy and clap the rhythms they can hear and make up their own rhythms
- play instruments using up to three notes, F or D and C
- improvise and play using the notes F + G
- compose a simple melody using the notes F + G or F, G + A
- introduce and perform a performance of 'I Wanna Play In A Band' to an audience



Vocabulary

Keyboard: A row or set of keys for producing the notes in an organ, piano, or similar instrument. Also: a set of bars on a xylophone or similar instrument

Drum: a percussion instrument sounded by being struck with sticks or the hands

Bass: the lowest range/pitch of a voice or musical instrument

Electric guitar: an electrically amplified musical instrument having four or more heavy strings

Rock: a form of music with a strong beat

Pulse/Beat: the heartbeat or steady beat of a song/ piece of music

Rhythm: the combination of long and short sounds to make patterns

Dynamics: how loud or quiet the music is

Tempo: an Italian word used to describe how fast/slow the music goes

Melody: another name for a tune

Perform: singing and playing instruments

Compose : creating and developing musical ideas and 'fixing' these

Audience: A group of people listening to a performance

Improvise: to make up a tune and play it on the spot: there is an assumption that it can never be recreated

Pitch: the range of high and low sounds