



Music Medium Term Planning

Term: Spring 2	Year: 2	Topic/Unit: Zootime
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Week	National Curriculum	Activity Outline	Skills and Knowledge Taught	Key Vocabulary
1	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music • Use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> • Listen and appraise- Zootime by Joanna Mangona • Warm up games • Start to learn the song 	<ul style="list-style-type: none"> • To know that songs have a musical style. • To know why we need to warm up our voices. • Learn about voices singing notes of different pitches (high and low). • Learn to find a comfortable singing position • To listen to a rhythm and clap or sing back. • Listen to and follow musical instructions from a leader. 	Pulse, rhythm, pitch, dynamics, tempo, keyboard, drums, bass, trumpets saxophone, rap, melody
2	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> • Listen and appraise- Kingston Town by UB40 • Warm up games 	<ul style="list-style-type: none"> • Know the names of untuned percussion instruments played in class. 	Pulse, rhythm, pitch, dynamics, tempo, keyboard, drums, bass, electric guitars,

	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> • Sing the song and play instrumental parts within the song 	<ul style="list-style-type: none"> • Treat instruments carefully and with respect. • Learn to play an instrumental part • Listen to and follow musical instructions from a leader. 	saxophone, question and answer, melody
3	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music. • play tuned and untuned instruments musically 	<ul style="list-style-type: none"> • Listen and appraise- Shine by ASWAD • Warm up games • Continue to learn the song and improvise 	<p>To know that Improvisation is making up their own tunes on the spot.</p> <ul style="list-style-type: none"> • To use one or two notes to improvise. • To work with a partner to improvise simple question and answer phrases 	Pulse, rhythm, pitch, dynamics, tempo, melody,
4	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music. • Play tuned and untuned instruments musically 	<ul style="list-style-type: none"> • Listen and appraise- I.G.Y. by Donald Fagen • Warm up games • Continue to learn the song and the instrumental parts. • Compose 	<ul style="list-style-type: none"> • Help create three simple melodies with the Units using one, three or five different notes. • Learn how the notes of the composition can be written down and changed if necessary 	Pulse, rhythm, pitch, dynamics, tempo, melody, improvise
5	<ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the inter-related dimensions of music. • Play tuned and untuned instruments musically 	<ul style="list-style-type: none"> • Listen and appraise- Feel Like Jumping by Marcia Griffiths • Warm up games • Choose what to perform and to start to prepare for your final performance. 	<ul style="list-style-type: none"> • Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader. • • Choose a song they have learnt from the Scheme and perform it. 	Pulse, rhythm, pitch, dynamics, tempo, rap

6	<ul style="list-style-type: none"> • Play tuned and untuned instruments musically • Use their voices expressively and creatively by singing songs 	<ul style="list-style-type: none"> • Listen and appraise- I Can See Clearly Now by Jimmy Cliff • Warm up games • Share final performance 	<ul style="list-style-type: none"> • To know that a performance is sharing music with an audience. • To confidently know and sing songs from memory. • Play the part in time with the steady pulse. • Record the performance and say how they were feeling about it 	Perform, audience
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