

Knowledge & Skills – Year 2

Unit	1		3		5	
Title	Hands, Feet, Heart		I Wanna Play in a Band		Friendship Song	
Style of main song	Afropop, South African		Rock		Pop	
Unit theme	South African music		Playing together in a band		A song about being friends	
Instrumental Parts						
Key	G		D		C	
One Note	G		F		C	
Easy Part	G, A + C		D + C		E + G	
Medium Part	G, A, B + C		G, F + C		E, G, A + B	
Melody	E, F, G, A, B + C		C, D + F		C, D, E, F, G, A + B	
Warm-up Games	Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.					
Game 1	Find the Pulse Choose an animal and find the pulse					
Game 2	Rhythm Copy Back Listen to the rhythm and clap back					
Game 3	Rhythm Copy Back, Your Turn					
Game 4	Pitch Copy Back and Vocal Warm-up 1					
Game 4a	Pitch Copy Back and Vocal Warm-up 2					

	1	2	3	4	5	6
Improvising						
Challenge 1	Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).		Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).		Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).	
Challenge 2	Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.		Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with F moving to G.		Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.	
Challenge 3	Improvise! Take it in turns to improvise using C or C and D.		Improvise! Take it in turns to improvise using F or F and G.		Improvise! Take it in turns to improvise using C or C and D.	
Composing						
With one note	C		F		C	
With three notes	C, D + E		F, G + A		C, D + E	
With five notes	C, D, E, F + G		F, G, A, B ♭ (A ♯) + C		C, D, E, G + A	

Supporting Songs and Styles

1		3		5	
Hands, Feet, Heart by Joanna Mangona		I Wanna Play in a Band by Joanna Mangona		Friendship Song by Joanna Mangona and Pete Readman	
Afropop, South African		Rock		Pop	
The Click Song sung by Miriam Makeba		We Will Rock You by Queen		Count On Me by Bruno Mars	
The Lion Sleeps Tonight sung by Soweto Gospel Choir		Smoke On The Water by Deep Purple		We Go Together (from the Grease soundtrack)	
Bring Him Back by Hugh Masekela		Rockin' All Over The World by Status Quo		You Give A Little Love (from Bugsy Malone)	
You Can Call Me Al by Paul Simon		Johnny B.Goode by Chuck Berry		That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John	
Hlokoloza by Arthur Mafokate		I Saw Her Standing There by The Beatles		You've Got A Friend In Me by Randy Newman	

Listen and Appraise

Knowledge	Skills
- To know five songs off by heart. - To know some songs have a chorus or a response/answer part. - To know that songs have a musical style.	- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. - To learn how songs can tell a story or describe an idea.

Games

Knowledge	Skills
- To know that music has a steady pulse, like a heartbeat. - To know that we can create rhythms from words, our names, favourite food, colours and animals. - Rhythms are different from the steady pulse. - We add high and low sounds, pitch, when we sing and play our instruments.	There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song: Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse. Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy. Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat. Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.

Singing

Knowledge	Skills
- To confidently know and sing five songs from memory. - To know that unison is everyone singing at the same time. - Songs include other ways of using the voice e.g. rapping (spoken word). - To know why we need to warm up our voices.	- Learn about voices singing notes of different pitches (high and low). - Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). - Learn to find a comfortable singing position. - Learn to start and stop singing when following a leader.

Playing

Knowledge	Skills
- Learn the names of the notes in their instrumental part from memory or when written down. - Know the names of untuned percussion instruments played in class.	- Treat instruments carefully and with respect. - Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). - Play the part in time with the steady pulse. - Listen to and follow musical instructions from a leader.

Improvisation

Knowledge	Skills
- Improvisation is making up your own tunes on the spot. - When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. - Everyone can improvise, and you can use one or two notes.	Use the improvisation tracks provided. Improvise using the three challenges: Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes.

Composition

Knowledge	Skills
- Composing is like writing a story with music. - Everyone can compose.	- 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.

Performance

Knowledge	Skills
- A performance is sharing music with an audience. - A performance can be a special occasion and involve a class, a year group or a whole school. - An audience can include your parents and friends.	- Choose a song they have learnt from the Scheme and perform it. - They can add their ideas to the performance. - Record the performance and say how they were feeling about it.