



| Year Group | 2 | Term | Spring 2 | Subject | Music | Topic | Zootime (Reggae) (CHARANGA) |
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| | | | | | | Key Question | What does Reggae music sound like? |
| Prior Learning and other Curriculum Links | <p>Listen: To listen to music with sustains concentration and copy and repeat a rhythm or melody. Finding the pulse using movement and using musical language to describe a piece and link to own emotions and feelings.</p> <p>Understand: To recognise different instruments. To understand rhythm, pulse, tempo and the dynamics of music</p> <p>Appraise (oracy): To identify verbally why they like a piece of music linking to how it makes them feel</p> <p>Perform: To perform rhythms, raps and songs. To understand how to follow a leader or conductor showing good posture and projection of the voice. Understanding a voice warm up.</p> | | | | Target Tracker statements (Skills) | <p>Find the pulse in reggae music and respond through movement, actions and role play</p> <ul style="list-style-type: none"> • Recognise that pulse is different to rhythm • Copy and clap back rhythms whilst moving to music • Clap name and colour rhythms in time with the music • Identify high and low sounds when listening, singing or playing and know that this is pitch • Know that we add pitch to pulse and rhythm when singing or playing tuned instruments • Sing a reggae song in unison, from memory and in time with the music • Create actions and dance moves to reflect the style of reggae • Play instrumental parts in time and with accuracy using 1 or 2 notes (C + D) • Improvise using 1 or 2 notes (C + D) • Compose a simple melody using simple rhythms and perform it (using C + D) • When listening, recognise and name some of the instruments they hear • Comment on music they are introduced to / their own musical performances – say what they like/ don't like and how the music makes them feel | |
| Fundamentals | <p>Listen: To internalise the pulse when listening to music and concentrate on a wide range of high quality recorded and live music</p> <p>Understand:-To understand timbre, texture and the melody of music. To know how the structure of a piece of music describes different sections and the ordering of them</p> | | | | Key Facts/Sticky Knowledge | <ul style="list-style-type: none"> -To know that pulse is different to rhythm -To be able identify some instruments by listening to music -To know how to compose simple music -to know how to play C and D on the glockenspiel | |

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| | <p>Appraise (oracy): To begin to describe a piece of music using key vocabulary and musical concepts taught</p> <p>Perform: To use their voice expressively and practise, rehearse and present a performance. Play a range of simple instruments using technique. Sing a song in two parts and sing chants and rhymes</p> <p>Improvise: To improvise simple rhythms using tuned and untuned instruments including the voice. To experiment, create and select a combination of sounds</p> | | |
| <p>Our Curriculum Journey</p> | <p>Stunning Start: n/a</p> <p>Journey: Children will begin by listening to the main song of the unit - Zootime by Joanna Mangona and then listen and appraise a new song each week. They will learn to clap, tap and sing along to the beat of the genre of music.</p> <p>Show stopper: To be able to compose a short piece of music to play alongside the main song - Zootime. Children will play along with their instruments.</p> | | |
| <p>Key Vocabulary (revisited)</p> | <ul style="list-style-type: none"> • Pulse • Pitch • Dynamics • Tempo • Rhythm • Conductor • Posture | <p>Key Vocabulary (new)</p> | <ul style="list-style-type: none"> • Improvise • Melody • Tuned instruments • Timbre • Structure • Singing in parts |