

Our School Values

Love	We show love by enjoying a range of music and experiences
Unity	We show unity by singing as a group and working together to create music
Courage	We show courage by being brave and performing in front of others
Inspiration	We show inspiration by encouraging others and by being inspired to try new things by another's talents.



Antonio Vivaldi



Year 2 Music The Great Fire of London



Johann Sebastian Bach

NC Objective

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Listen with concentration and understanding to a range of high-quality live and recorded music.

Key Listening in this topic

Baroque Music

Pieces by the following composers: JS Bach, Vivaldi, Purcell, Corelli, Monteverdi, Handel

	Knowledge I already know	Knowledge I will learn
Performing	To understand how to play an instrument with care and attention to others. To know how to repeat simple beats and rhythms To know how to play simple beats and rhythms To perform simple rhythmic patterns, beginning to show an understanding of pulse.	To know how to perform simple patterns and accompaniments keeping to a steady pulse when using instruments
Listening	To begin to understand that different sounds represent different things (ideas, thoughts, feelings, moods etc.)	To understand how musical elements create different mood and effects.
Artists, Styles and History	To know that people compose music To know the names of the composers of the pieces of music that they listen to. To know there are different types of music and to listen to songs Blues, Baroque, Latin, Irish Folk and Funk.	To know that Baroque music has quick changes in volume, To know that Baroque music sounds dramatic. To know that music has been recorded throughout history To know that different types of music were composed throughout history To know the names of Bach, Vivaldi and Handel and know they were composers in the Baroque period.
Appraising	To talk about how music makes you feel or want to move (e.g. it makes me want to jump/sleep/shout etc.)	To respond to different moods in music and explain thinking about changes in sound

Key Vocabulary

Word	Definition
Structure	The order in which a song is played. For example verse, chorus, verse, chorus. Beginning, middle and end.
Composer	Somebody who writes music.
Introduction	The beginning part of a piece of music that sets the piece up.
Tempo	The speed that music is played.
Baroque	The style of music played between 1600 and 1750. It was often dramatic and played with energy.
Round	When the same song is sung but with each person/group of people starting at different times.

LI: To know that different types of music were composed throughout history. To know the names of Bach, Vivaldi and Handel and know they were composers in the Baroque period.	LI: To respond to different moods in music and explain thinking about changes in sound.	LI: To know that Baroque music has quick changes in volume. To know that Baroque music sounds dramatic. To understand how musical elements create different moods and effects.	LI: To know how to perform simple patterns and keep a steady pulse.	LI: To understand how musical elements create different moods and effects.	LI: To know how to perform simple patterns and accompaniments keeping to a steady pulse when using instruments. To understand how musical elements create different moods and effects.
Genres and vocabulary in music. Introduce to the Baroque period and key composers/pieces. Begin to learn to sing London's Burning.	Antonio Vivaldi— 4 Seasons. Draw the mood of each section. Continue to learn London's Burning.	Teach vocabulary for dynamics—forte and piano. Listen to a piece of Baroque music and map the changes in volume. Continue to learn London's Burning.	Johann Bach— Concerto for Two Violins. What instruments can you hear? London's Burning as a Round	As a class, add/compose an introduction to London's burning round using percussion instruments to recreate the sound of a fire. Vary dynamics and tempo to vary effect.	Perform London's Burning as a Round with new composed introduction. Compare and discuss Baroque composers we have listened to throughout the unit of work.