

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



Year 2 Music I wanna play in a band!



NC Objective

Experiment with, create, select and combine sounds using inter-related dimensions of music.

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

Key Listening in this topic

Rock Music

We Will Rock You—Queen, Smoke on the Water—Deep Purple, Rockin' All Over the World—Status Quo, Johnny B Goode—Chuck Berry, I Saw Her Standing There—The Beatles.

Key Vocabulary

Word	Definition
Structure	The way a song or piece of music is built up. This will be its beginning, middle and end. Songs often have verses and a chorus that is repeated.
Long sound	long = say "ooooooooo," "shhhhhhhh," etc. A sound that lasts a long time.
Short sound	short = pat, clap, say "t," "k," etc. A sound that does not last long.
Improvise	To create or perform music without preparing.

	Knowledge I already know	Knowledge I will learn
Appraising	To talk about how music makes you feel or want to move (e.g. it makes me want to jump/shout/sleep etc.,)	To know that different sounds can be used for different effects.
Performing	To know how to play an instrument with care and attention to others. To know how to play and repeat simple beats and rhythms. To know how to make different sounds (e.g. loud and quiet, high and low). To perform simple rhythmical patterns, beginning to show an awareness of pulse.	To know what 'keeping a steady pulse' means when playing a repeated pattern. To know how to create long/short sounds and high/low sounds.
Composing and Improvising	To know how to create and choose sounds for their own composition. To know about and experiment with sounds for their own composition. To know how to create a sequence of long and short sounds with help, including clapping longer rhythms. To recognise and explore how sounds can be organised.	To know how to structure a piece of music with a beginning, middle and end. To know how to create short rhythmical and melodic patterns, keeping a steady pulse. To know how to make changes in pitch to communicate an idea.
Musical Notation	To know how symbols can be used to represent different sounds (e.g. coloured dots/pictures). To begin to represent sounds with simple symbols including shapes and marks.	To represent sounds with symbols (e.g. coloured dots, simple pictures)



LI: To know that different sounds can be used for different effects.	LI: To know what 'keeping a steady pulse' means when playing a repeated pattern.	LI: To know how to create long/short and high/low sounds.	LI: To know how to create short rhythmical and melodic patterns, keeping a steady pulse. To know how to make changes in pitch to communicate an idea.	LI: To know how to structure a piece of music with a beginning, middle and end. To represent sounds with symbols.	LI: To perform and evaluate my composition.
Listen to 'I wanna Play in a Band'. Identify features. Sing the song.	Listen to We Will Rock You by Queen. Sing 'IWPINAB' and play instrumental parts within the song, keeping a steady pulse.	Listen to Smoke on the Water by Deep Purple. Sing 'IWPINAB' and improvise using voices and instruments, varying pitch and duration.	Listen to Rockin' All Over the World by Status Quo. Sing 'IWPINAB' and begin to compose a section within the song.	Listen to Johnny B. Goode by Chuck Berry. Continue composing sections within the song. Record ideas using different symbols.	Listen to I Saw Her Standing There by the Beatles. Perform end of unit performance.