

Year 2 Term 5

How much do we have in common with others?

Music



National Curriculum Links:

Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music. 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.

Essential Prior Learning:

Recognise that there are different styles of music. Identify what a drum is and what it sounds like. Sing simple chants from memory. Join in with a steady beat. Use percussion instruments to play repeated rhythm patterns. Recognise and describe when the pitch, volume and tempo of the music changes. Follow pictures and symbols to guide them with playing an instrument, e.g. four dots = four taps on a drum.

Progression in Skill:

Begin to talk about the style of a piece of music. Talk about the stories, origins, traditions, history and social context of the music. Identify and join in with different steady beats, comparing the different tempos.

Create rhythms using word phrases as a starting point (e.g. Hello Simon or Can you come and play?) Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Mark the beat of a piece of music as you listen to it (tapping, clapping, etc.), adjusting when the tempo changes.

Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.

Create and perform their own chanted rhythm patterns with stick notation.

Read and respond to chanted rhythm patterns; represent them with stick notation, including crotchets, quavers and crotchet rests.

Long-term Memory Knowledge:

Talk about what makes Taiko drumming special, e.g. where it originates from, how it is played, etc. Maintain a steady beat, recognising and adjusting when it changes tempo.

Create rhythms to accompany a word phrase.

Copy a rhythm you hear and invent others for people to copy.

Begin to identify the strongest beat in a group.

Begin to use stick notation to record and play music.

Key Vocabulary

Taiko	Drum in Japanese.
Crotchet	one beat
Quaver	half a beat
Rest	Intervals of silence in the music
Don	one strong beat in the middle of the drum
Doro	two strong half beats in the middle of the drum
Tsu	one light beat in the middle of the drum

Tsuka	two light half beats in the middle of the drum
Su	a rest
Ka	one beat played on the edge of the drum
Kara	two half beats played on the edge of the drum
Tempo	the speed of the music
Rhythm	music patterns within a piece of music
Dynamic	how loud or quiet the music is
Chant	a repeated rhythmic phrase

Progression in Resources:

Drums
Trays
Claves
Classroom 200 Zoku
Youtube

Relevance

Now	Develop a deeper appreciation of how different cultures have different styles of music and instruments.
Future	To take an interest in watching live musical performances of different styles of music.
Aspiration	To learn how to play a percussion instrument. To compose their own music and play it to an audience.