

 Music Compose Practise Perform  Themes which run through each unit: singing, performing, improvising, composing, listening, the inter-related dimensions of music, internalisation				
Year Group	Unit Title	End Points Substantive Knowledge	Musical Skills Focus	How can I support my child?
2	Harvest Songs 2	- To perform confidently to an audience, from memory. - To maintain a steady pulse throughout a song. - To sing with clear pitch and accurate notes.	Singing Performing	Attend the harvest assembly and enjoy watching your child perform. Help your child learn the words for their performance at home.
2	Questions and Answers	- To understand what timbre means - To identify percussion instruments by sight - To identify percussion instruments by sound only - To improvise question and answer phrases using percussion instruments - To know which percussion instruments should be hit, shaken, scraped or tapped together. - To sing clearly.	Listening Playing percussion instruments	Watch a video of the BBC Young Musician of the Year Percussion Final with your child.
2	A Christmas Nativity 2	- To perform confidently to an audience, from memory. - To maintain a steady pulse throughout a song. - To sing with clear pitch and accurate notes. - To follow simple dynamics—loud and quiet - To perform actions/dance moves in time with the music.	Singing Performing	Attend the Christmas nativity and enjoy watching your child perform. Help your child learn the words for their performance at home.
2	African Drumming 2	- To play bass and tone on the djembe. - To improvise as a group in time with the pulse. - To play a given ostinato in unison. - To compose an ostinato and play it as part of a layered texture.	Playing djembes Improvising	Create a family drumming group using items you have at home, e.g. recycling boxes, pots and pans. Ask your child to teach you what they have been learning in school.
2	Let's Keep Singing	- To sing songs with confidence. - To sing in tune with others, listening carefully to match pitch - To sing in time with others, staying together as a group - To use gestures, facial expressions and movements to bring the story or mood of a song to life. - To sing loudly or quietly, fast or slow, and know the difference.	Singing Listening	Listen to your child singing songs they enjoy at home.
2	Sound and Symbol	- To play short pieces on the glockenspiel - To identify highest, middle and lowest pitches by listening	Playing Glockenspiels Listening	Watch a video of the Young Person's Guide to the Orchestra with your child, or take them to an orchestral concert.

		• To know that instruments make sound by vibration • To know there are four families in the orchestra: strings, woodwind, brass and percussion and how sound is made in each family (bow or pluck strings, buzz lips for brass, blow air in woodwind, hit or shake percussion)		
2	Around the World	• To listen to songs from around the world and compare them • To talk about music by identifying if music is fast or slow, or if the speed changes • To know that tempo means speed • To identify different instruments they can hear without seeing them. • To follow a pattern to make up their own simple tunes on instruments. • To sing and play together in a group, in time and in tune with the group	Listening Singing	Listen to music at home with your child and discuss what they can hear. How fast is it? What instruments can you hear playing?