

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Music - SPRING	Year: 2
Unit Title: Structure	
NC/PoS: Singing, Listening, Composing and Performing <ul style="list-style-type: none"> • Use voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music 	
Expected Prior Learning (what pupils already know and can do) <ul style="list-style-type: none"> • Use their voice to create a variety of sounds. • Use dynamics to create an atmosphere. • Correctly identify changes in dynamics. • Show changes in dynamics using bodies and vocals. • Compare two pieces of music using musical vocabulary to describe the changes in dynamics. • Interpret music in a visual form. • Identify and discuss patterns in different pieces of music. • Successfully create and play patterns, notating them. • Create and play a simple pitch pattern accurately. 	
End Points (what pupils MUST know and remember) SINGING/ LISTENING / COMPOSING / PERFORMING – Know That and Know How <ul style="list-style-type: none"> • Recognise, play and write rhythms with one beats and paired half beats. • Show a rest beat using a silent movement. • Read and follow a structure from left to right. • Add rhythms to a structure to create a beginning, middle and end. • Work well as part of a group, listening to others and respecting their ideas. • Maintain a steady beat. • Use a thinking voice to play rhythms on an instrument. 	
Key Vocabulary Beat, pulse, rest, rhythm, tempo, thinking voice	
Lesson 1: Reading and clapping rhythms To read and clap a rhythm based on a phrase from a story. Vocabulary: beat, legend, myth, pulse, rest, rhythm	
Lesson 2: Clapping and writing rhythms To hear, write and clap rhythms based on a phrase from a story. Vocabulary: beat, paired half beats, notation	
Lesson 3: Structure To use a rhythm in different ways to demonstrate structure. Vocabulary: structure, tempo	
Lesson 4: Compose with structure To create a structure using rhythmic patterns. Vocabulary: composition, structure, thinking voice	
Lesson 5: Final performance To perform a piece of music as a group. Vocabulary: Vocabulary for this unit has already been introduced in Lessons 1-4.	
Future learning this content supports: This content will support future learning and development of complex rhythmic compositions to include syncopation, multi-part arrangements, multi-section pieces,	

clearer intent on technique and therefore higher skill levels in performance. Pitched note reading and performance, sight singing, full piece multi-part arrangement - both vocally and instrumentally.