

Year 2

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>NC: <i>play tuned and untuned instruments musically.</i></p> <p>NC: <i>experiment with, create, select and combine sounds using the interrelated dimensions of music.</i></p> <p>NC: <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i></p> <p>NC: <i>listen with concentration to a range of high-quality live and recorded music</i></p> <p>Topic: The Carnival of the Animals (Saint Saens) Songs: variety of action and non-action songs (including Morningtown Ride, Cockles and Mussels, I Love the Flowers) Composing: music for the different animals Drama: acting to the music of the animals Musicianship: learning about tempo and dynamics, learning recorder</p> | <p>NC: <i>play tuned and untuned instruments musically.</i></p> <p>NC: <i>experiment with, create, select and combine sounds using the interrelated dimensions of music.</i></p> <p>NC: <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i></p> <p>NC: <i>listen with concentration to a range of high-quality live and recorded music</i></p> <p>Topic: Toys, The Nutcracker (Tchaikovsky) Songs: Songs from Autumn 1, Christmas songs Composing: music for different parts of the nutcracker story Drama: acting parts of the story to Tchaikovsky's music Musicianship: learning to read music through the recorder</p> | <p>NC: <i>play tuned and untuned instruments musically.</i></p> <p>NC: <i>experiment with, create, select and combine sounds using the interrelated dimensions of music.</i></p> <p>NC: <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i></p> <p>NC: <i>listen with concentration to a range of high-quality live and recorded music</i></p> <p>Topic: Marching and Waltzing, The Bear Hunt Songs: Songs from Autumn, Ugly Bug Ball, Let's go Fly a Kite Composing: music to march to or dance to, sound effects for Bear Hunt Drama: acting to the story Musicianship: Learning about the elements of music through learning the recorder</p> | <p>NC: <i>play tuned and untuned instruments musically.</i></p> <p>NC: <i>experiment with, create, select and combine sounds using the interrelated dimensions of music.</i></p> <p>NC: <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i></p> <p>NC: <i>listen with concentration to a range of high-quality live and recorded music</i></p> <p>Topic: Peter and the Wolf Songs: new songs – I Love the Flowers, She'll Be Coming Round the Mountain Composing: music for the different characters in the story Drama: acting to the character compositions Musicianship: learning about the instruments of the orchestra</p> | <p>NC: <i>play tuned and untuned instruments musically.</i></p> <p>NC: <i>experiment with, create, select and combine sounds using the interrelated dimensions of music.</i></p> <p>NC: <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i></p> <p>NC: <i>listen with concentration to a range of high-quality live and recorded music</i></p> <p>Topic: Music About Travelling Songs: Songs about different modes of travelling Composing: music for different types of transport Drama: acting to the different modes of transport Musicianship: : learning about the instruments of the orchestra</p> | <p>NC: <i>play tuned and untuned instruments musically.</i></p> <p>NC: <i>experiment with, create, select and combine sounds using the interrelated dimensions of music.</i></p> <p>NC: <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i></p> <p>NC: <i>listen with concentration to a range of high-quality live and recorded music</i></p> <p>Topic: Rhythm, Pitch, Dynamics and Tempo (Music Express Units) Songs: Songs from Year 1 and Year 2 Composing: music which incorporates rhythm, pitch, tempo and dynamics Drama: activities suggested by Music Express Musicianship: the elements of music through the recorder</p> |