

*Inspiring and enabling our school community to live life to the full*



**YEAR 2**

**Subject: Music**

**Unit Title: Composing Music Inspired by Bird Song**

**Characteristics of an Effective Learner**

Courage  
Commitment  
Collaboration  
Creativity  
Curiosity

Through our Music curriculum, we aim to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. The children will learn about the history of Music; they will be introduced to famous composers; learn to engage critically with music through appreciation sessions; learn to compose using a variety of instruments.

**Prior Learning:**

Year R: In Year R, children explored making sounds with voices and percussion instruments and made up lyrics and vocal sounds for a purpose. They created a sound story using instruments to represent different animal sounds/movements. They performed as a class. They listened to a piece of classical music and responded through movement and dance. Children learnt to play a two-note accompaniment. Children learnt to identify change in tempo and how to maintain a beat.

Year 1: Children responded to musical characteristics through movement, and described features of music using musical vocabulary. They experimented with timbre to create aquarium inspired music. They played percussion instruments expressively, representing the character of their composition. Children develop a secure understanding of pitch and rhythm.

Year 2: Children selected instruments and composed music to reflect an animal's character. They listened to music with concentration and used musical vocabulary to describe pieces, identified different qualities of timbre and responded to changes in tempo.

**Key Vocabulary taught in this unit:**

Other: motif – a short musical idea (birdsong – the short repeating patterns birds use to communicate – is a musical motif), conductor – the person who signals to musicians and often decides the tempo (speed) of a piece as well as when it starts and stops, orchestrate – choose which instruments play which ideas, accompaniment – a supporting part, improvise – invent or create music without preparation (make it up on the spot!).

Musical Notes: D, E, A, B.

**Intent: What do we want the children to know, be able to do by the time they complete this unit)?**

Invent simple patterns using voices, body percussion, and then instruments.

Follow signals given by a conductor/leader.

Structure compositional ideas into a bigger piece.

Improvise solos using instruments.

**Objectives**

**National Curriculum for Music KS1 coverage:**

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.

**Model Music Curriculum YEAR 2 coverage:**

Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing

Listen to recorded performances.

Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).

Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument, or backing track.

Sing short phrases independently within a singing game or short song.

**Watch/Listen/Move:**

Skylark – singing and chirping birds in the spring sky (Wildlife World).

The birds (P.154 – V. The cuckoo) (Ottorino Respighi).

Oiseaux exotiques (Olivier Messiaen).

The lark ascending (Ralph Vaughan Williams).

**Impact / Outcome:**

**What will the final product / result be?**

Children demonstrate that they are able to invent simple patterns using voices, body percussion, and then instruments.

Children improvise solos using instruments over shimmering accompaniment.

Children accurately follow signals given by a conductor/leader.

As a class, structure compositional ideas into a bigger piece and perform class bird-inspired composition.

**P4C Inquiry (where appropriate)**