

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.

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



**YEAR 2**

**Subject: Music**  
**Unit Title: Tanczmy labada**

**Characteristics of an Effective Learner**

Courage  
Commitment  
Collaboration  
Creativity  
Curiosity

**Prior Learning:**

Year R: They have invented words and actions for a purpose and explored sound with voices and percussion instruments. They have learnt to sing with a sense of pitch, following the shape of the melody with voices. They have sung different actions songs with changes in speed and played along with percussion instruments and sung in call-and-response. They have sung a song whilst performing a sequence of dance steps. They played a two-note accompaniment on tuned and untuned percussion. They have invented and performed actions for new verses of a known song. Children learnt to identify change in tempo and how to maintain a beat with actions. They have listened to and responded to classical music through dance.

Year 1: Children experimented with timbre to create aquarium-inspired music. They learnt to sing a song rhythmically and in tune. They learnt to play percussion instruments expressively. They reflected a character of the music through movement. They created musical phrases from new words they invent. They learnt to sing in call-and-response and play response section on tuned percussion. Children developed a secure understanding of pitch and rhythm.

Year 2: Pupils learnt beat actions to Hi lo chicka lo and practised drawing the shape of the melody and later learnt a partner clapping game. They invented simple patterns using voice, body percussion and instruments. They compose a 4-beat pattern to create a new rhythmic accompaniment.

**Key Vocabulary taught in this unit:**

Duration: beat, 4 beats per bar.  
Pitch: notes F, C, G, and A.  
Texture: accompaniment.  
Timbre: tuned percussion (chime bars, glockenspiel, xylophone), untuned percussion, claves, woodblocks, drums).  
Other: beat, pitch, pulse, tempo, rhythm

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

Demonstrate an internalised sense of pulse through singing games.  
Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections.  
Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.  
Listen and match the beat of others and recorded music, adapting speed accordingly.  
Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.

**Objectives**

**National Curriculum for Music KS1 coverage:**

Use their 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

**Model Music Curriculum YEAR 2 coverage:**

Sing songs regularly with a pitch range of do-so ( e.g. C-G) with increasing vocal control.

Sing songs with a small pitch range, pitching accurately.

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.

Understand that the speed of the beat can change, creating a faster or slower pace (tempo).

Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.

Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.

Identify the beat groupings in familiar music that they sing regularly and listen to.

Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.

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

**Song Bank:**

Tanczemy labada; Bassez down; Płynie statek; Feet, feet; Hi lo chicka lo.

**Watch/Listen/Move:**

Demonstration of the Krakowiak dance.

Follow my feet and Walk and freeze videos from Sing Up's Developing musicianship toolkit.

Rondo à la Krakowiak in F major (Op.14) (Frédéric Chopin).

Hi lo chicka lo progression snapshot 3 videos (Sing Up).

Polish folk music, performed live (FisBanda).

Polish traditional folk dance: Krakowiak (Lublin, Folk Dances Around the World).

**Impact / Outcome:**

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

Children will demonstrate that they can keep a body percussion pattern to music that gets faster.

They will have invented new lines to a song with accompanying actions and have to learnt play an accompaniment on tuned percussion.

Children will work together to plan a performance for younger children in the school. They write an introduction for their performance that includes information about Poland and the games they have been learning, as well as some of the musical things they have been practising, like singing songs and playing an accompaniment.

Children will demonstrate an internalised sense of pulse through singing games.

Children will be able to explain how music helps people share tradition and culture.

Children will sing confidently in another language, and play a cumulative game with spoken call-and-response sections.

Children demonstrate that they can play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.

**P4C Inquiry (where appropriate)**

