



**YEAR 2**

**Subject: Music**  
**Unit Title: The Carnival of the Animals**

**Characteristics of an Effective Learner**

Courage  
Commitment  
Collaboration  
Creativity  
Curiosity

**Prior Learning:**

Year R: In Year R, children created a sound story using instruments to represent different animal sounds/movements using tuned and untuned percussion instruments and performed as a class. They listened to a range of sea-related pieces of music and responded with movement. Children learnt to play a two-note accompaniment. Children learnt to identify change in tempo and how to maintain a beat.

Year 1: In Year 1, children explored instruments found in marching bands and composed and played simple marching music on tuned and untuned percussion. They described the features of a march using music vocabulary. They experimented with the timbre of percussion instruments and are able to play them gently, quietly, and slowly and worked together to create aquarium-inspired music.

They drew graphic symbols to represent their music and provide a 'score' for their compositions. Children develop a secure understanding of pitch and rhythm.

**Key Vocabulary taught in this unit:**

Timbre, tempo, dynamics, pitch, classical music.

VII. 'Aquarium' Timbre: strings, piano, glockenspiel. Pitch: high. Rhythm: long/short notes. Articulation: sliding (glissando), smooth (legato). Character: flowing, wavy, smooth.

XII. 'Fossils' Timbre: xylophone, strings, piano, clarinet.

Pitch: high. Rhythm: long/short notes. Tempo: fast. Articulation: short/detached notes (staccato). Character: brittle, jerky.

XII. 'The swan' Timbre: cello, strings, glockenspiel. Pitch: low and high. Rhythm: long/short notes. Tempo: slow. Articulation: smooth (legato). Character: elegant, graceful, relaxing.

V. 'The elephant' Timbre: piano, double bass. Pitch: low. Rhythm: long/short notes. Tempo: slow. Articulation: short notes (staccato), smooth (legato). Character: heavy, plodding, resonant

X. 'Aviary' Timbre: flute, piano. Pitch: high. Rhythm: long/short notes. Tempo: fast. Articulation: short notes (staccato), smooth (legato). Character: twitchy, fluttering, swooping.

Other: carnival, suite music, audience, string quartet.

Other Instruments: piccolo, drum, flute, guitar, fiddle, glass harmonica, violin, viola, cello.

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

Select instruments and compose music to reflect an animal's character.

Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made.

Recognise and respond to changes of speed (tempo), the length of notes (duration – long/ short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement.

**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).

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

Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).

**Song Bank:**

I once saw an elephant.

**Watch/Listen/Move:**

'Aquarium', 'Characters with long ears', 'Fossils', 'The swan', 'Tortoises'. 'The elephant' and 'Aviary' from Carnival of the animals (Camille Saint-Saëns).

Danse macabre (Camille Saint-Saëns).

**Impact / Outcome:****What will the final product / result be?**

Children will identify instruments and talk about the character of the music and the kind of animals it represents.

Children will accurately identify how the choices of instruments create character.

Children will identify how a composer uses rhythm and articulation to create character and respond to the character of the piece through movement.

Children will use percussion instruments to create a soundscape to represent an animal.

**P4C Inquiry (where appropriate)**