

Year 2 – Reflect, Rewind and Replay

This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

In this unit children will:

- Listen and appraise Classical music including Ralph Vaughan Williams, Pyotr Tchaikovsky and Kraftwerk.
- Continue to embed the foundations of the interrelated dimensions of music using voices and instruments
- Sing in groups and hopefully learn to enjoy it!
- Play instruments within the song
- Improvisation using voices and instruments
- Learn more about composition in music and why it is important
- Share and perform the learning that has taken place
- Round up all the information learnt this year and discuss independently and within groups.

Key Vocabulary

- structure** – how the piece of music is made up
- performance** – the act of playing and presenting a piece of music
- symbols** – how music is written down to read from
- theory** – understanding the background of the music and where it has come from
- composition** – how the music is created and formed
- glockenspiel** – a musical percussion instrument that is played with a small hammer like beater onto metal keys.
- recorder** – a simple wind instrument without keys, held vertically and played by blowing air into a mouth piece.
- pulse** – a musical beat or regular rhythm.
- rhythm** – a pattern formed by a musical instrument.
- pitch** – the quality of the sound created by vibrations, making the sound higher or lower.
- tempo** – the speed of a piece of music.

Prior Learning

EYFS Hearing and listening and vocalising and singing
Year 1 Understanding where different music comes from.

Cross Curricular Links

PSHE – Cultural awareness

Key Questions

- How is rhythm used to create different effects in music?
- How can music portray different moods by changing the tempo or pitch?
- How do you feel when you listen to classical music?

Key Knowledge

- **Peter Ilyich Tchaikovsky** (the traditional Western spelling) was born in 1840 in Votkinsk, Russia. He began taking piano lessons in 1845; however, formal music education was not available in Russian schools at this time so his parents never considered that he might pursue a career in music.
- The pulse of the music is a steady beat, the rhythm is the pattern of long and short sounds and the pitch is how high or low a note is.
- Use your personal feelings when you improvise – say and act however you feel.

