

Manor Primary School  
Music Year 2: Friendship Song

Overview of the Learning:

This is a six-week Unit of Work. All the learning is focused around one song: Friendship song.

The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.

Core Aims

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Pupils should be taught

How to listen to music.

- To sing the song.
- To experience and learn how to apply key musical concepts/elements, eg finding a **pulse**, clapping a **rhythm**, use of **pitch**.
- To play the accompanying instrumental parts with or without notated scores (optional).
- To work together in a **band/ensemble**.
- To develop creativity through **improvising** and **composing** within the song.
- To understand and use the first notes of the **scale** while **improvising** and **composing**.
- To experience links to other areas of the curriculum (see Extension Activities).
- To recognise the style of the music and to understand its main **style indicators**.
- To understand and use general musical vocabulary and specific vocabulary linked to the song (see Keywords document).
- To undertake all these independently.

Manor Primary School  
Music Year 2: Hands, Feet, Heart

Overview of the Learning:



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**This unit is based around** Hands, Feet, Heart is a song written for children to celebrate and learn about South African Music. They will listen to and appraise a range of songs from South African they will investigate the musical features of this style of music. They will improvise and compose music to Hands, Feet, Heart and perform their musical pieces

#### Core Aims

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
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#### Pupils should be taught

- How to listen to music.
  - To sing a range of songs
  - To understand the geographical origin of the music and in which era it was composed.
  - To experience and learn how to apply key musical concepts/elements, eg finding a **pulse**, clapping a **rhythm**, use of **pitch**.
  - To play the accompanying instrumental parts (optional).
  - To work together in a **band/ensemble**.
  - To develop creativity through **improvising** and **composing** within the song.
  - To understand and use the first five notes of C Major **scale** while **improvising** and **composing**.
  - To experience links to other areas of the curriculum
- To recognise the style of the music and to understand its main **style indicators**

#### Expectations Children can:

- Listen to songs/ music with direction
- Find the pulse whilst listening with movement, internalise the pulse
- Build an understanding of the pulse and its role as the foundation of music, every piece of music has a pulse, a different pulse
- Use the correct musical language of the style of music they are learning about
- Recognise and explore many varied music styles and their traditions and their basic style indicators
- Develop an understanding of the history and context of music
- Use the correct musical language, discuss feelings and emotions/ like and dislikes that are linked to music
- Understand that rhythm are long and short sounds over the pulse, the steady beat, the pulse does not change in the context of a song but the rhythm doe

Manor Primary School  
Music Year 2: Ho Ho Ho

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### Overview of the Learning:

This is a six-week Unit of Work. All the learning is focused around one song: Ho Ho Ho – a Christmas song (Use the other songs in the unit for religious reasons if necessary.)

The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.

### Core Aims

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### Pupils should be taught

How to listen to music.

- To sing the song.
- To experience and learn how to apply key musical concepts/elements, eg finding a **pulse**, clapping a **rhythm**, use of **pitch**.
- To play the accompanying instrumental parts with or without notated scores (optional).
- To work together in a **band/ensemble**.
- To develop creativity through **improvising** and **composing** within the song.
- To understand and use the first notes of the **scale** while **improvising** and **composing**.
- To experience links to other areas of the curriculum (see Extension Activities).
- To recognise the style of the music and to understand its main **style indicators**.
- To understand and use general musical vocabulary and specific vocabulary linked to the song (see Keywords document).
- To undertake all these independently.

Manor Primary School  
Music Year 2: I want to play in a band

### Overview of the Learning:

This unit is based around one song: I Wanna Play In A Band. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.

### Core Aims

### Pupils should be taught

- How to listen to music.
- To sing a range of songs.

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<ul style="list-style-type: none"> <li>▪ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>▪ Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>▪ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the geographical origin of the music and in which era it was composed.</li> <li>• To experience and learn how to apply key musical concepts/elements, eg finding a <b>pulse</b>, clapping a <b>rhythm</b>, use of <b>pitch</b>.</li> <li>• To play the accompanying instrumental parts (optional).</li> <li>• To work together in a <b>band/ensemble</b>.</li> <li>• To develop creativity through <b>improvising</b> and <b>composing</b> within the song.</li> <li>• To understand and use the first five notes of C Major <b>scale</b> while <b>improvising</b> and <b>composing</b>.</li> <li>• To experience links to other areas of the curriculum</li> </ul> <p>To recognise the style of the music and to understand its main <b>style indicators</b></p>
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<p><b>Expectations:</b> Children can:</p> <ul style="list-style-type: none"> <li>• Listen to songs/ music with direction</li> <li>• Find the pulse whilst listening with movement, internalise the pulse</li> <li>• Build an understanding of the pulse and its role as the foundation of music, every piece of music has a pulse, a different pulse</li> <li>• Use the correct musical language of the style of music they are learning about</li> <li>• Recognise and explore many varied music styles and their traditions and their basic style indicators</li> <li>• Develop an understanding of the history and context of music</li> <li>• Use the correct musical language, discuss feelings and emotions/ like and dislikes that are linked to music</li> <li>• Understand that rhythm are long and short sounds over the pulse, the steady beat, the pulse does not change in the context of a song but the rhythm doe</li> </ul>
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Manor Primary School  
Music Year 2: Zootime

<p><b>Overview of the Learning:</b> Reggae Song for Children</p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>
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<p><b>Core Aims</b></p> <ul style="list-style-type: none"> <li>▪ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> </ul>	<p><b>Pupils should be taught</b> How to listen to music.</p> <ul style="list-style-type: none"> <li>• To sing the song.</li> <li>• To understand the geographical origin of the music and in which era it was composed.</li> </ul>
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| <ul style="list-style-type: none"> <li>▪ Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <br/> <li>▪ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul> | <ul style="list-style-type: none"> <li>● To experience and learn how to apply key musical concepts/elements, eg finding a <b>pulse</b>, clapping a <b>rhythm</b>, use of <b>pitch</b>.</li> <li>● To play the accompanying instrumental parts with or without notated scores (optional).</li> <li>● To work together in a <b>band/ensemble</b>.</li> <li>● To develop creativity through <b>improvising</b> and <b>composing</b> within the song.</li> <li>● To understand and use the first notes of the <b>scale</b> while <b>improvising</b> and <b>composing</b>.</li> <li>● To experience links to other areas of the curriculum (see Extension Activities).</li> <li>● To recognise the style of the music and to understand its main <b>style indicators</b>.</li> <li>● To understand and use general musical vocabulary and specific vocabulary linked to the song (see Keywords document).</li> <li>● To undertake all these independently.</li> </ul> |
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