

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Class 2 (Years 2 / 3)</p>	<p>TOPIC: Beat /tempo / performance</p> <p>From the Music Express YEAR 2 scheme (TOYS) children move and play to a steady beat and to sound sequences. They learn to control changing tempo.</p> <p>Year 3 take it in turns to lead the year 2s in group work. They make up their own sound sequences and perform them to year 2.</p> <p>They learn the song 'Harvest Praise' and perform it with dance moves at the Harvest Festival. They join in the more difficult songs with the older children.</p> <p>LANGUAGE: Steady beat Dynamics (loud/quiet) Tempo</p>	<p>TOPIC: Performance / pitch / tempo / dynamics /rhythm</p> <p>Children take part in the Christmas Nativity production 'It's Chriiistmas'. They continue to develop their confidence and performance skills taking small parts in the production. They learn songs and dance moves and look at pitch /tempo / dynamics & rhythm within these songs.</p> <p>LANGUAGE: Pitch Tempo Dynamics Rhythm Performance</p>	<p>TOPIC: Exploring sounds / timbre / texture</p> <p>From the Music Express YEAR 2 scheme (OUR LAND) children study timbre and texture as they explore descriptive sounds and listen to and perform music inspired by myths. Year 3 children create a 4-beat ostinato and assess the final performance.</p> <p>LANGUAGE: Timbre, texture, chant, ostinato, instrumental.</p> <p>From the Music Express YEAR 3 scheme (SOUNDS) children learn how instruments can be classified according to the sounds they produce. Music from around the world introduces the children to different timbres & structures as they create musical conversations. Year 2 paired with Year 3.</p> <p>LANGUAGE: Aerophone, idiophone, chordophone, membranophone.</p>	<p>TOPIC: Pitch / notation /composition / pentatonic scales</p> <p>From the Music Express YEAR 3 scheme (CHINA) children explore the pentatonic scale and ways of notating pitch. They listen to traditional Chinese music, sing, read and compose music, ending in a musical celebration of Chinese New Year.</p> <p>Year 2 children paired with year 3 partner to help with the composing part of this section.</p> <p>LANGUAGE: Pentatonic scale Melody Xylophone Tuned percussion Phrase Verse Chorus Interlude</p>	<p>TOPIC: Beat/rhythm</p> <p>From the Music Express YEAR 2 scheme (PATTERN) children use simple notations, play, create and combine minibeast rhythms using body percussion and untuned percussion instruments. They follow simple 4-beat and 3-beat written patterns (score).</p> <p>Year 3 create extended rhythm patterns.</p> <p>LANGUAGE: Beat, rest, rhythm, score, ostinato</p> <p>TOPIC: Beat /rhythm /dynamics /ostinato</p> <p>From the Music Express YEAR 2 scheme (NUMBER) children explore steady beat & rhythm patterns. They play patterns from Renaissance Italy to West Africa to create their own with body percussion, voices and instruments. Year 3 create their own ostinato.</p> <p>LANGUAGE: Beat, rhythm, dynamics, Ostinato, waltz.</p>	<p>TOPIC: Structure</p> <p>From the Music Express YEAR 3 scheme (HUMAN BODY) skeleton dances and songs teach the children about the human body. Percussion instruments are used to improvise, create word rhythms and ostinato and build a final skeleton dance. Year 2 paired with year 3 partner for activities.</p> <p>LANGUAGE: Beat, rhythm, chant, call & response, binary form.</p> <p>TOPIC: Structure / Performance</p> <p>From the 'Music Express YEAR 2 scheme (TRAVEL) children learn a Tanzanian game song and accompany a travelling song using voices plus tuned and untuned instruments. They listen to an orchestral piece and improvise their own theme park music. Year 3 lead Year 2 in mixed age groups.</p> <p>LANGUAGE: Rhythm, tempo, dynamics, beat, tuned percussion.</p>

<p style="text-align: center;">Class 2 (Years 2 / 3)</p>	<p>TOPIC: Pitch / performance</p> <p>From the Music Express YEAR 2 scheme (ANIMALS) animal movement is linked with pitch to develop understanding and recognition of changing pitch. Children interpret pitch line notation using voices and tuned instruments. Children work in mixed age pairs & Year 3 lead year 2 partner.</p> <p>LANGUAGE: Pitch</p> <p>They learn a song and perform it with dance moves at the Harvest Festival. They join in the more difficult songs with the older children.</p>	<p>TOPIC: Performance / pitch / tempo / dynamics /rhythm</p> <p>Children take part in the Christmas Nativity production. They continue to develop their confidence and performance skills taking small parts in the production. They learn songs and dance moves and look at pitch /tempo / dynamics & rhythm within these songs.</p> <p>LANGUAGE: Pitch Tempo Dynamics Rhythm Lyrics Performance</p>	<p>TOPIC: Exploring sounds / ostinato</p> <p>From the Music Express YEAR 2 scheme (WEATHER) raps & songs give the children opportunities to create descriptive sounds and word rhythms. They create a descriptive class composition using voices and instruments. Year 3 lead the instrumental parts then create their own accompaniment to the story of the Hare and the tortoise. They perform this to Year 2.</p> <p>LANGUAGE: Rap, chant, rhythm, ostinato, tempo, duration.</p> <p>TOPIC: Composition</p> <p>From the 'Music Express' YEAR 3 scheme (ENVIRONMENT) children create accompaniments and sound pictures to reflect sounds in their local environment. Year 2 work with Year 3 partner.</p> <p>LANGUAGE: Pitch, tempo, lyrics, score, melody, ostinato, dynamics, duration.</p>	<p>TOPIC: Composition</p> <p>From the Music Express YEAR 3 scheme (COMMUNICATION) children learn to make music inspired by technology and computing. They explore and compose sounds for earcons, emoticons, mobile phone ringtones, computer games and apps.</p> <p>Year 2: work with Year 3 partner.</p> <p>LANGUAGE: Verse Chorus Timbre Duration Dynamics / volume Pitch</p>	<p>TOPIC: Beat /rhythm /dynamics /ostinato</p> <p>From the Music Express YEAR 2 scheme (OUR BODIES) children continue to develop a sense of steady beat using their own bodies. They respond to music and play rhythm patterns on body percussion and instruments. Year 3 lead Year 2 then take turns to conduct using the IWB score.</p> <p>LANGUAGE: Beat, rhythm, dynamics, ostinato</p> <p>TOPIC: Beat / metre</p> <p>From the 'Music Express' YEAR 3 scheme (TIME) children develop their understanding of beat, metre & rhythm. They combine melodic and rhythmic patterns and use staff notation as part of a final performance. Year 2 work with Year 3 partner.</p> <p>LANGUAGE: Beat, metre, rhythm, tempo.</p>	<p>TOPIC: Structure /Performance</p> <p>From the 'Music Express' YEAR 3 scheme (FOOD AND DRINK) children explore chants, songs & performances. They compose word rhythms, sing a round and create musical recipes. Year 2 work with Year 3 partner.</p> <p>LANGUAGE: Verse, chorus, pitch, texture, chant, score, drone, ostinato, tempo.</p> <p>TOPIC: Pitch</p> <p>From the Music Express YEAR 2: scheme (SEASONS) the children continue to develop their understanding of pitch through movement, songs (including one with Maketon signs) and listening games. They become more familiar with pitch shapes and perform them in a variety of musical arrangements. They learn and accompany a Japanese song. Year 3 take turns to lead Year 2.</p> <p>LANGUAGE: Pitch, ostinato, rhythm</p>
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