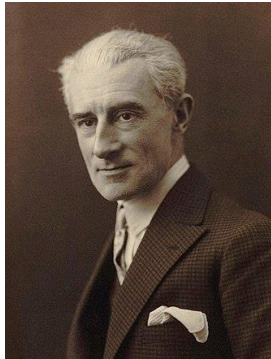




Year 2 Music Plan – Sustained Listening

Intended End Points				
EYFS		KS1	KS2	
Participate in small performances, playing and tapping in time to music, remembering and maintaining their role.		Perform expressively using voices/dynamics, sing short songs from memory, play short melodic patterns from letter notation.	Perform as an ensemble to a wider audience, follow cues/directions, take a solo/leadership role within a performance.	
Express responses to music, explore lyrics by suggesting actions, understand that different instruments make different sounds.		Begin to use musical vocabulary to describe music, recognise changes in music, recognise instrumentation.	Recognise stylistic features and musical eras, use musical vocabulary when describing/evaluating music, identify individual features of a song.	
Experiment with body percussion, instruments and vocal sounds, play untuned percussion in time with a piece of music.		Combine and layer instruments within a given structure, choose dynamics/tempo/timbre for their music, begin to use music technology.	Compose a multi-layered piece of music, begin to write lyrics, record own composition using staff notation and/or music technology.	
Key Composer:		Genres of Music:		
<div>Joseph Maurice Ravel</div> <div>7 March 1875 - 28 December 1937</div> <div></div> <div>Ravel was a French composer, pianist and conductor. He is often associated with Impressionism and was regarded as France's greatest living composer. Ravel likes to experiment with musical form and was a slow worker. He composed piano/chamber music, concertos and operas.</div>		<div>Traditional (20th Century)</div> <div>Key Song: The Fairy Garden - Ravel</div> <div>"The Fairy Garden" makes up some of the orchestral ballet "Ma Mere L'Oye". The suite tells the story of fairies who inhabit an enchanted garden. The music, although slow, rises and falls with immersive crescendos that bring magic to life.</div> <div>YouTube Link</div> <div>https://www.youtube.com/watch?v=oocIuOpt0AY</div>	<div>Traditional (21st Century)</div> <div>Key Song: Night Ferry - Anna Clyne</div> <div>This orchestral composition is in one movement and depicts the voyages within nature and states of mind (physical, mental and emotional). The piece is manic and busy, filled with a large orchestra with many instruments to consider.</div> <div>YouTube Link</div> <div>https://www.youtube.com/watch?v=HKQAI_rNsVU</div>	<div>Film Music: Moulin Rouge (2001)</div> <div>Key Song: Bolero - Ravel</div> <div>"Bolero" is a one-movement orchestral piece by Ravel. It was originally composed as a ballet and most recently has been used as a key part of "Dancing on Ice" due to it's association with Torvill and Dean. The piece has a well-known ostinato rhythm which is played consistently throughout.</div> <div>YouTube Link</div> <div>https://www.youtube.com/watch?v=r30D3SW4OVw</div>
Points to Discuss:				
<ul style="list-style-type: none">Key characteristics of each genreContextual background of the genre (What years was the genre prevalent? How did the genre evolve? Was the genre inspired by any other forms of music?)Typical instruments / features of each genreSong lyrics and their meaningsSongwriters / artists / bandsMusical terminology (appropriate to each year group)Historical context of songs		<div>*Rock n Roll (1967)</div> <div>Key Song: With a Little Help from My Friends - The Beatles</div> <div>Deliberately wrote with a limited range, The Beatles harmonise throughout this song. The song is constructed of 'the usual' band instruments - vocals, drums, piano, guitar and bass.</div> <div>YouTube Link</div> <div>https://www.youtube.com/watch?v=OC58ttB2-Qg</div>	<div>*Rock n Roll (1956)</div> <div>Key Song: Hound Dog - Elvis Presley</div> <div>"Hound Dog" is a twelve-bar blues track originally recorded by Big Mama Thornton. Elvis Presley's version is classed as "an emblem of the rock n roll revolution."</div> <div>YouTube Link</div> <div>https://www.youtube.com/watch?v=B1wOK9yGUYM</div>	<div>World Music: Gamelan</div> <div>Key Song: Baris - Gong Kebyar of Peliatan</div> <div>(to be completed on World Music Day)</div> <div>YouTube Link</div> <div>https://www.youtube.com/watch?v=K2E6RNBG-NQ</div>
Ideas		Expectations		
		Floorbook	Website Posts / Talk Homework	Contributions to Displays
<ul style="list-style-type: none">Reading comprehension / song lyric annotationTimeline of the history of musical genres / periodsOrchestra and instrument studyComposer / writer researchCompare a variety of songs from the same genre		<div>1 floorbook per week</div> <div>Cold - Gold tasks evidenced (via Menti / discussions / Kahoot)</div> <div>Evidence of discussions through quotes</div> <div>Box grids / impact sheets</div>	<div>1 talk homework per term</div> <div>Try to evidence as much work as possible on Seesaw and via the school's website.</div>	<div>1 pic-collage per term</div> <div>This will be used on the school's music display in the KS2 corridor.</div>
*Songs will be performed during the St. Oz Music Fest in Summer Term.				