



Year group: 2

Area/topic: Instrumental

Key Stage 1 National Curriculum Objectives:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Objectives taken from Active Music- Instrumental

- To explore the different ways instruments can produce sounds.
- To learn to play un-tuned instruments accurately, following the instructions of gestures, symbol cards and word cues.
- To count, internalise and play instrumental patterns to a steady pulse.
- To copy and improvise short rhythm patterns.
- To listen, internalise and play more complex rhythm patterns, keeping a steady pulse.
- To recall and improvise 4-beat rhythm patterns on instruments.
- To internalise and recall longer rhythm patterns.
- To create musical patterns from chosen symbols orders and to practice playing them on instruments with different timbres.
- To follow cue words and to play to a steady pulse to accompany their singing.
- To play un-tuned instruments to word cue instructions.
- To play to a steady pulse to accompany their singing.
- To internalise word patterns and play instruments in 2 parts.
- To play tuned and un-tuned instruments to a steady pulse and an accurate rhythm to accompany singing.
- To internalise and play rhythm patterns.
- To play instruments as part of a group, attaching different rhythm symbols to different instrumental timbres.
- To perform and appraise.
- To hold one rhythm pattern while others are playing different patterns.
- To be part of a class composition.
- To compose 4-beat rhythm patterns, practise and perform them on instruments.

Prior learning	Future learning
<p>In Year 1:</p> <p>Objectives taken from Active Music- Instrumental:</p> <ul style="list-style-type: none"> • To explore different instrumental sounds and how they can be played. • To learn to play un-tuned instruments carefully, following instructions of gestures, symbol cards and word cues. • To count, internalise and play instruments to a steady pulse. • To play to a steady pulse as an accompaniment to their singing. • To count, internalise and play on a chosen number. • To comment on the different sounds of the instrument categories. • To internalise and recall rhythm patterns on instruments. • To respond to different tempos. • To follow a conductor. • To chant and play instruments in two parts. • To improve recall of rhythm patterns on instruments. • To internalise rhythmic phrases including Ta, Te-te and rests in a chant and to recall them on instruments. • To accompany their singing by playing instruments in two parts. • To accompany their singing on tuned and un-tuned instruments, playing to a steady pulse and with accurate rhythms. • To play instruments as part of a group, attaching different rhythm symbols to different instrumental timbres. • To play to a steady pulse to accompany their singing. • To concentrate and internalise lyrics, playing instruments on specific cue words. • To improvise melodies on xylophones 	<p>Key Stage 2 National Curriculum Objectives:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations

What pupils need to know or do to be secure	
<p>Key knowledge and skills</p> <p>Children will be able to play tuned and un-tuned instruments correctly.</p> <p>Children will be able to count, internalise and play instrumental patterns to a steady pulse.</p> <p>Children will be able to play instruments following the instructions of gestures, symbol cards and word cues.</p> <p>Children will be able to create their own musical patterns, following chosen symbols.</p> <p>Children will be able to play instruments as part of a group, attaching different rhythm symbols to different instrumental timbres.</p> <p>Children will be able to play instruments in two parts and hold one rhythm pattern while others are playing different patterns.</p> <p>Children will be able to perform and appraise.</p>	<p>Possible evidence</p> <p>Teacher can record performances.</p> <p>Teacher to make notes on planning about if children met lesson objectives.</p>
<p>Key vocabulary</p> <p>Tuned, un-tuned, internalising, pitch, tempo, unison, harmony, improvising, timbre</p>	
<p>Common misconceptions</p> <p>Children may find it difficult to perform in 2 parts.</p> <p>Children may have had limited experience playing instruments.</p>	<p>Books linking to this area</p> <p>Around the World in 80 Musical Instruments- Nancy Dickmann</p>
<p>Memorable first hand experiences</p> <p>TBC</p>	<p>Opportunities for communication</p> <p>Children will communicate when performing songs, chants and rhymes.</p> <p>Children will communicate when working as part of an ensemble, when practicing a performance.</p>

DCINS Reasonable adjustments for pupils with SEND

Communication and Interaction	Cognition and Learning
<p>Children do not have to sing words when performing chants and rhymes, they can just play along to steady beat.</p>	<p>Teacher could use metronome app to support children keeping a steady beat.</p>

<p>Social, Emotional and Mental health</p> <p>Children can work in smaller group or with 1:1.</p>	<p>Sensory and Physical</p> <p>Children can wear ear defender for louder parts of the lesson.</p> <p>Children can use different musical instruments.</p>