

	<p>Year group: Year 2</p>	<p>Area/topic: Pitch</p>
	<p>(objectives from NC /ELG /Development matters) Key Stage 1 National Curriculum Objectives:</p> <ul style="list-style-type: none"> • Use voices expressively and creatively by singing songs • Understand and explore pitch. • Play tuned instruments musically • Understand and explore appropriate musical notations • Perform with others <p>Objectives taken from Active Music-Pitch:</p> <ul style="list-style-type: none"> • To understand the difference between the singing and the speaking voice. • To experiment with different timbres of voice. • To pitch-match and sing solos on the notes So and Mi • To reinforce understanding of high and low notes. • To learn to sing the notes So and Mi to accurate pitch. To sing solos on So and Mi. • To keep to a steady pulse. • To learn to sing the solfa names of So and Mi and to use the hand signs. • To read and sing from notation using Ta, Te-te and So and Mi. • To keep a steady pulse and clap an accurate rhythm using the rhythm names Ta and Te-te. • To read and sing from rhythm and pitch notation using solfa names with hand signs - So and Mi. • To sing solos. • To internalise and recall melodic phrases. • To play tuned instruments to a steady pulse as an accompaniment to singing. • To improvise instrumental patterns. • To learn a new pitch and solfa note and the hand sign - La. • To listen with concentration and to internalise and recall sounds with increasing aural memory. • To play tuned instruments to the rhythm and to the pulse. ➤ To show recognition of changes in pitch 	

Prior learning	Future learning
<p>In Year 1: Objectives taken from Active Music:</p> <ul style="list-style-type: none"> ➤ To experiment with different types of voices and to establish the difference between the speaking and singing voice. 	<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

- To understand how sounds can be changed from high to low and to begin to pitch-match on one note.
- To continue to experiment with different vocal sounds.
- To pitch-match and sing solos on the notes So and Mi. To establish whether their pitch is the same or different to another.
- To gain more accuracy in pitch-matching on the notes So and Mi.
- To consolidate understanding of high and low notes.
- To play tuned instruments to a steady pulse/ accurate rhythm as an accompaniment to singing.
- To learn to make higher and lower sounds with voices in response to gestures and visual patterns.
- To follow a scale as it goes up and down with singing and actions.
- To play tuned instruments to a steady pulse/ accurate rhythm as an accompaniment to singing.
- To learn to pitch-match and sing solos on the notes So, Mi and La .
- To play tuned instruments to a steady pulse to accompany singing. To show recognition of pitch changes through actions.
- To sing songs containing the notes So Mi La with increasing accuracy.
- To create musical patterns by writing 4-beat rhythm and pitch phrases, practising and performing them in groups.

- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- 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 sing 3 notes from within the pentatonic scale.</p> <p>Children will be able to pitch-match, learn intervals and recognise different pitch patterns.</p> <p>Children will be able to internalise and repeat solfa patterns.</p> <p>Children will be able to play 3 notes from the pentatonic scale on tuned instruments.</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>
Key vocabulary	
So, mi, ta, tee-tee, pitch, high, low	
Common misconceptions	Books linking to this area
<p>Children may find it hard to adjust their pitch when singing.</p> <p>Children may have had limited experience playing tuned instruments.</p>	Song in the city- Daniel Bernstrom
Memorable first hand experiences	Opportunities for communication
TBC	<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>

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Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <p>Children do not have to sing words when performing chants and rhymes, they can just play along to steady beat.</p>	<p>Cognition and Learning</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 to keep a steady beat, or ear defenders.</p>