

	<p>Year group: Year 2</p>	<p>Area/topic: Instrumental</p>
	<p>(objectives from NC /ELG /Development matters) Key Stage 1 National Curriculum Objectives:</p> <ul style="list-style-type: none"> <li>➤ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>➤ play tuned and untuned instruments musically</li> <li>➤ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p>Objectives taken from Active Music- Instrumental</p> <ul style="list-style-type: none"> <li>➤ To explore the different ways instruments can produce sounds.</li> <li>➤ To learn to play un-tuned instruments accurately, following the instructions of gestures, symbol cards and word cues.</li> <li>➤ To count, internalise and play instrumental patterns to a steady pulse.</li> <li>➤ To copy and improvise short rhythm patterns.</li> <li>➤ To listen, internalise and play more complex rhythm patterns, keeping a steady pulse.</li> <li>➤ To recall and improvise 4-beat rhythm patterns on instruments.</li> <li>➤ To internalise and recall longer rhythm patterns.</li> <li>➤ To create musical patterns from chosen symbols orders and to practice playing them on instruments with different timbres.</li> <li>➤ To follow cue words and to play to a steady pulse to accompany their singing.</li> <li>➤ To play un-tuned instruments to word cue instructions.</li> <li>➤ To play to a steady pulse to accompany their singing.</li> <li>➤ To internalise word patterns and play instruments in 2 parts.</li> <li>➤ To play tuned and un-tuned instruments to a steady pulse and an accurate rhythm to accompany singing.</li> <li>➤ To internalise and play rhythm patterns.</li> <li>➤ To play instruments as part of a group, attaching different rhythm symbols to different instrumental timbres.</li> <li>➤ To perform and appraise.</li> <li>➤ To hold one rhythm pattern while others are playing different patterns.</li> <li>➤ To be part of a class composition.</li> <li>➤ To compose 4-beat rhythm patterns, practise and perform them on instruments.</li> </ul>	

Prior learning	Future learning
<p>In Year 1: Objectives taken from Active Music- Instrumental:</p> <ul style="list-style-type: none"> <li>➤ To explore different instrumental sounds and how they can be played.</li> <li>➤ To learn to play un-tuned instruments carefully, following instructions of gestures, symbol cards and word cues.</li> </ul>	<p>Key Stage 2 National Curriculum Objectives:</p> <ul style="list-style-type: none"> <li>➤ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>➤ Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> </ul>

<ul style="list-style-type: none"> <li>➤ To count, internalise and play instruments to a steady pulse.</li> <li>➤ To play to a steady pulse as an accompaniment to their singing.</li> <li>➤ To count, internalise and play on a chosen number.</li> <li>➤ To comment on the different sounds of the instrument categories.</li> <li>➤ To internalise and recall rhythm patterns on instruments.</li> <li>➤ To respond to different tempos.</li> <li>➤ To follow a conductor.</li> <li>➤ To chant and play instruments in two parts.</li> <li>➤ To improve recall of rhythm patterns on instruments.</li> <li>➤ To internalise rhythmic phrases including Ta, Te-te and rests in a chant and to recall them on instruments.</li> <li>➤ To accompany their singing by playing instruments in two parts.</li> <li>➤ To accompany their singing on tuned and un-tuned instruments, playing to a steady pulse and with accurate rhythms.</li> <li>➤ To play instruments as part of a group, attaching different rhythm symbols to different instrumental timbres.</li> <li>➤ To play to a steady pulse to accompany their singing.</li> <li>➤ To concentrate and internalise lyrics, playing instruments on specific cue words.</li> <li>➤ To improvise melodies on xylophones</li> </ul>	<ul style="list-style-type: none"> <li>➤ Listen with attention to detail and recall sounds with increasing aural memory</li> <li>➤ Use and understand staff and other musical notations</li> </ul>
---	--

What pupils need to know or do to be secure	
<p style="text-align: center;">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 style="text-align: center;">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	
Tuned, un-tuned, internalising, pitch, tempo, unison, harmony, improvising, timbre	
Common misconceptions	Books linking to this area
Children may find it difficult to perform in 2 parts.	Around the World in 80 Musical Instruments- Nancy Dickmann

Children may have had limited experience playing instruments.	
Memorable first hand experiences	Opportunities for communication
TBC	Children will communicate when performing songs, chants and rhymes. Children will communicate when working as part of an ensemble, when practicing a performance.

Dereham Church of England Infant and Nursery Academy

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.</p>