

Teacher Assessment – Hands, Feet, Heart – Year 2, Unit 1

Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

1 — Listening: Hands, Feet, Heart

The children can

- Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. **Others will find the pulse to any other unit songs.**
- Recognise and name two **or more** instruments they hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals.
- **Recognise all or many of the instruments they can hear.**

2 — Musical Activities

Find the pulse (a steady heartbeat)

- March in time with the pulse.
- Be an animal finding the pulse.

Clap rhythms (long + short sounds whilst marching to the pulse)

- Know that rhythm is different to the pulse.
- Copy and clap back rhythms.
- Clap the rhythm of their name.
- **Create simple rhythms themselves.**

Singing in groups

- Recognise that songs sometimes have a question and answer section and a chorus.

Play instrumental parts

- Play accurately and in time
- Expected to play: G, A + C.
- **Greater depth: play G, A, B + C.**

Improvise

- In the lessons and the performance.
- Most will use C.
- **Some will play C + D.**

Compose

- A simple melody using simple rhythms, and use as part of the performance.
- Most will use C + D.
- **Some will use C, D + E or C, D, E, F + G.**

3 — Perform & Share

Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?

Teacher's Notes



Theme: South Africa and South African music

Instruments needed: Glocks and/or untuned percussion, or any instrument the children are learning to play.

Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

Vocabulary: Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo.

Most children should know that music has a steady pulse. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Some will know that rhythms are different from the pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments.

Others will create their own rhythms.

Teacher Assessment – Ho Ho Ho – Year 2, Unit 2

Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

1 — Listening: Ho, Ho, Ho (A fun song about Christmas)

The children can

- Find the pulse.
- Understand that songs have a musical style. This song has a rap in it – spoken word.
- Recognise and name some of the instruments/voices: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.

2 — Musical Activities

Find the pulse (a steady heartbeat)

- March and find the pulse.
- Be a rapper and find the pulse.
- **Freestyle finding the pulse.**

Clap rhythms (long + short sounds whilst marching to the pulse)

- Copy and clap back rhythms.
- Clap the rhythm of your name.
- Clap the rhythm of your favourite colour.
- **Create their own rhythms for the class to copy back.**

Pitch

- High and low sounds we add to the pulse and rhythm when we sing/play an instrument.

Play instrumental parts

- Play accurately and in time
- Most will play G, A + B.

Sing and rap together and in time.

Improvise using words.

3 — Perform & Share

Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?

Teacher's Notes



Themes: Christmas and having fun!

Instruments needed: Glocks and/or untuned percussion, or any instrument the children are learning to play.

Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

Vocabulary: Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo.

Most children should know that music has a steady pulse. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Some will know that rhythms are different from the pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments.

Others will create their own rhythms.

Teacher Assessment – I Wanna Play In A Band – Year 2, Unit 3

Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

1 — Listening: I Wanna Play In A Band

The children can

- Find the pulse and know that this Unit is about Rock music. **Others will understand that songs have a musical style.**
- Recognise and name some of the instruments they hear: Keyboard, drums, bass, electric guitar, singers. **Others will recognise all or many of the instruments they can hear.**

2 — Musical Activities

Find the pulse (a steady heartbeat)

- March and find the pulse.
- Be a rockstar finding the pulse.
- **Freestyle finding the pulse.**

Clap rhythms (long + short sounds whilst marching to the pulse)

- Copy and clap back rhythms.
- Clap the rhythm of their name.
- Clap the rhythm of their favourite colour.
- **Create their own rhythms for the class to copy back.**

Sing and dance together, in time and using actions

Play instrumental parts

- Play accurately and in time.
- Most will play D + C.
- **Some will play G, F + C.**

Improvise

- In the lessons and the performance.
- Most will use F.
- **Some will use F + G.**

Compose

- A simple melody using simple rhythms, and use as part of the performance.
- Most will use F, G + A.

3 — Perform & Share

Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?

Teacher's Notes



Themes: Playing together in a band, and Rock music.

Instruments needed: Glocks and/or untuned percussion, or any instrument the children are learning to play.

Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

Vocabulary: Keyboard, drums, bass, electric guitar, Rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.

Most children should know that music has a steady pulse. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Some will know that rhythms are different from the pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments.

Others will create their own rhythms.

Teacher Assessment – Zootime – Year 2, Unit 4

Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

1 — Listening: Zootime

The children can

- Find the pulse and know that this Unit is about Reggae music. **Others will understand that songs have a musical style.**
- Recognise and name some of the instruments they hear: Keyboard, drums, bass, electric guitar, singers. **Others will recognise all or many of the instruments they can hear.**

2 — Musical Activities

Find the pulse (a steady heartbeat)

- Be an animal of your choice.

Clap rhythms (long + short sounds)

- Copy and clap back rhythms.
- Clap the rhythm of their name.
- Clap the rhythm of their favourite colour.
- **Create their own rhythms for the class to copy back.**

Pitch: High and low sounds we add to the pulse and rhythm when we sing/play an instrument.

Sing and dance together, in time and using actions.

Play instrumental parts

- Play accurately and in time.
- Some will use C.
- Most will use C + D.

Improvise

- In the lessons and the performance.
- Some will use C.
- Most will use C + D.

Compose

- A simple melody using simple rhythms, and use as part of the performance.
- Most will use C + D.
- Some will use C, D + E.

3 — Perform & Share

Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?

Teacher's Notes



Themes: Animals and Reggae music.

Instruments needed: Glocks and/or untuned percussion, or any instrument the children are learning to play.

Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

Vocabulary: Keyboard, drums, bass, electric guitar, Reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.

Most children should know that music has a steady pulse. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Some will know that rhythms are different from the pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments.

Others will create their own rhythms.

Teacher Assessment – Friendship Song – Year 2, Unit 5

Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

1 — Listening: Friendship Song

The children can

- Find the pulse and know that this Unit is about being friends. **Others will understand that songs have a musical style.**
- Recognise and name some of the instruments they hear: Keyboard, drums, bass, a female singer, a glockenspiel. **Others will recognise all or many of the instruments they can hear.**

2 — Musical Activities

Find the pulse (a steady heartbeat)

- Decide how to find the pulse.

Clap rhythms (long + short sounds)

- Clap the rhythm of their name.
- Clap the rhythm of their favourite colour.
- **Create their own rhythms for the class to copy back.**

Sing: In two parts.

Play instrumental parts

- Play accurately and in time.
- Most play E + G.
- Some will play C.

Improvise

- In the lessons and as part of the performance.
- Most will use C.
- **Some will use C + D.**

Compose

- A simple melody using simple rhythms, and use as part of the performance.
- Most will use E + G.
- **Some will use E, G A + B.**

3 — Perform & Share

Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?

Teacher's Notes



Theme: Being friends

Instruments needed: Glocks and/or untuned percussion, or any instrument the children are learning to play.

Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

Vocabulary: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.

Most children should know that music has a steady pulse. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Some will know that rhythms are different from the pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments.

Others will create their own rhythms.