



# Year 2 Music KCV



## Spring 2: Zootime

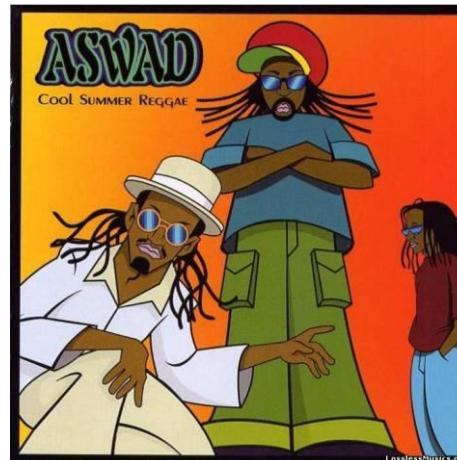


High Frequency Vocabulary	
Listen	Electric guitar
Music	Keyboard
Sounds	Loud
Quiet	Whisper
Shout	Song
Instrument	Sing
High	Low
Hard	Soft
Clap	Pulse
Drums	Perform

Prior Learning
Children will have some knowledge of songs which they have learnt from home or in Foundation stage.
Children will recognise that their body can make sounds, such as clapping.
Children will know about singing, how their voices can sing sounds in various ways, creating various sounds.
Children will have a basic knowledge about a tempo of a song and how this can change.
Children will have been exposed to songs of some different genres such as hip hop, Latin or Christmas songs.

Key Concept Questions
Where did reggae music come from?
Which instruments are often found in reggae music?
How does this music make you feel?

Key Learning
By the end of the term children will have gained the following knowledge and skills:
Learn about singing and playing together in an ensemble.
Understand that rhythm is different from the pulse.
Begin creating their own rhythms.
Understand that we can add pitch to the pulse and rhythm when we sing and play an instrument.
Listen and appraise a range of reggae music.



Subject Specific Vocabulary	
Rhythm	a strong, regular repeated pattern of movement or sound.
Pulse	The beat in the music.
Pitch	How high or low the note is.
Improvise	Create or perform spontaneously without preparation.
Melody	A sequence of notes that make a tune.
Dynamics	the volume of a sound or note.
Tempo	the pace or speed at which a section of music is played.
Compose	Write or create.
Audience	the person for whom a writer writes, or composer composes or listeners at a public event such as a concert.
Reggae	Developed in the 1970s and originated from Jamaica, Reggae defined by Bob Marley. It has a prominent bass beat and a strong off-beat usually played on the guitar.