


Year 2 – Vocal music: listening, appraisal, composition and performance

Inspiration “Zoo Time”	Partnership with parents Outdoor performance or online performances of vocal music.
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Key Questions <ul style="list-style-type: none"> - How can we create music without instruments? - Why do composers use singing in their music? - How does a vocal line help us to understand the music? - Can the vocal line help us to understand a musical story? Why? - What is Reggae? - Why are vocal compositions usually shorter than instrumental works? 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Concepts Vocal performance, composition and performance, vocal stamina, Reggae </td> <td style="width: 50%; vertical-align: top;"> <i>Also covered in:</i> <ul style="list-style-type: none"> - Singing assembly and other areas of the curriculum in which vocal performance and singing is used. </td> </tr> <tr> <td style="width: 50%; vertical-align: top;"> Skills <ul style="list-style-type: none"> - Continual development of listening and appraising music, based on the content of the first two terms. - Learn how to sing effectively and safely with increased stamina. - Improvising and composing rhythms and vocal melodies. - Effective, safe and increasingly confident vocal performances. </td> <td style="width: 50%; vertical-align: top;"> By the end of this unit, children will be able to: <ul style="list-style-type: none"> - Have a continued development of listening to and appraising age appropriate vocal music. - Sing a range of age appropriate songs both from memory and using words. - Understand how to create more complex portions of vocal compositions - Perform with increasing stamina and confidence vocally both formally and informally in front of an audience. </td> </tr> </table>	Concepts Vocal performance, composition and performance, vocal stamina, Reggae	<i>Also covered in:</i> <ul style="list-style-type: none"> - Singing assembly and other areas of the curriculum in which vocal performance and singing is used. 	Skills <ul style="list-style-type: none"> - Continual development of listening and appraising music, based on the content of the first two terms. - Learn how to sing effectively and safely with increased stamina. - Improvising and composing rhythms and vocal melodies. - Effective, safe and increasingly confident vocal performances. 	By the end of this unit, children will be able to: <ul style="list-style-type: none"> - Have a continued development of listening to and appraising age appropriate vocal music. - Sing a range of age appropriate songs both from memory and using words. - Understand how to create more complex portions of vocal compositions - Perform with increasing stamina and confidence vocally both formally and informally in front of an audience.
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Knowledge Listening and Appraising <ul style="list-style-type: none"> - Building on the listening work already carried out this year and the familiar structure started in year 1, children will continue with a structured approach in this area by listening to and appraising a sequence of age appropriate songs on charanga. The basis of the learning will be the song Zootime. This will follow the structure of Listen/Appraise/Facts/History which provides the children with the familiar approach and method they started to learn in year 1. - The song introduces the Reggae style, giving children an introduction to musical styles from other parts of the world (Jamaica). - As the unit progresses, the children continue to learn about and appraise a range of age appropriate Reggae songs, using Zootime as an anchor piece. Other pieces selected can include: Kingston Town by UB40, Shine by ASWAD, I.G.Y. by Donald Fagen, Feel Like Jumping by Marcia Griffiths, I Can See Clearly Now by Jimmy Cliff. Composition/Improvisation <ul style="list-style-type: none"> - Through interactive games and warm up exercises on charanga, children will increase their stamina and capacity for rhythmic and vocal improvisation. Vocal Performance <ul style="list-style-type: none"> - Using the charanga site, children will learn and perform a selection of age appropriate songs. - Children will continue to learn and practice correct posture and breathing techniques for singing, allowing the abdomen to expand filling the bottom portion of the lungs and avoiding raising the shoulders. - If sitting, the children must maintain a good firm posture and if standing, the children must learn to stand with the feet a shoulder width apart and their weight distributed evenly on both feet. - Children will learn a selection of age appropriate songs, with a slightly increased range and opportunity for changes in vocal colour than they have performed before. - Children will continue to practice the techniques of effective vocal performance: stance, posture, breathing, dealing with nerves/stage fright. 	The Bigger Picture Key stage 1 learning culminates in this unit, which continues the familiar theme of animals, principally through the sequence of songs revolving around “Zootime” and brings together all the elements studied within the key stage so far. The children will encounter their first style of music from a different country (Reggae), thereby starting the preparation for understanding music from around the world in KS2. The children will continue to use the formal sequence of listening and appraising that was introduced in year 1. The children will once again explore and develop all of the aspects of music detailed so far in the sequence. Similarly to year 1, each lesson will follow the structure of listen, appraise, improvise and perform. This will allow the children to use their voices expressively by singing songs and speaking chants and rhymes, listen with concentration to a range of high quality music. As with year 1, there is the opportunity for children to use instruments within the unit, which would allow them to experiment with, create, select and combine sounds using the interrelated dimensions of music. The completion of this unit of work will ensure that the children are thoroughly prepared for their musical learning in KS2.	Key vocal techniques 
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Topic Specific Vocabulary Reggae, singing, lyrics, message, story, Jamaica, diaphragm	NC Subject content <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Experiment with, create, select and combine sounds using the inter-related dimensions of music.
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Subject Specific/Academic Vocabulary
 This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.

Year 1	Year 2
Voice, singing, posture, thinking voice, stage fright, breathing, rhythm, clap, beat, lighter, pronounce, deeply	Diaphragm, Reggae, lyrics, story, Jamaica

We are singers
 Audience: parents invited after school (other possibilities invite expert etc.)