



Year group: 2

Area/topic: Pitch

**Key Stage 1 National Curriculum Objectives:**

- 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

**Objectives taken from Active Music-Pitch:**

- 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 data-bbox="203 122 331 150">In Year 1:</p> <p data-bbox="203 169 636 196">Objectives taken from Active Music:</p> <ul data-bbox="253 215 1106 1058" style="list-style-type: none"> <li data-bbox="253 215 1106 280">• To experiment with different types of voices and to establish the difference between the speaking and singing voice.</li> <li data-bbox="253 288 1106 354">• To understand how sounds can be changed from high to low and to begin to pitch-match on one note.</li> <li data-bbox="253 362 1106 389">• To continue to experiment with different vocal sounds.</li> <li data-bbox="253 397 1106 462">• To pitch-match and sing solos on the notes So and Mi. To establish whether their pitch is the same or different to another.</li> <li data-bbox="253 470 1106 497">• To gain more accuracy in pitch-matching on the notes So and Mi.</li> <li data-bbox="253 505 1106 533">• To consolidate understanding of high and low notes.</li> <li data-bbox="253 541 1106 606">• To play tuned instruments to a steady pulse/ accurate rhythm as an accompaniment to singing.</li> <li data-bbox="253 614 1106 679">• To learn to make higher and lower sounds with voices in response to gestures and visual patterns.</li> <li data-bbox="253 687 1106 715">• To follow a scale as it goes up and down with singing and actions.</li> <li data-bbox="253 722 1106 788">• To play tuned instruments to a steady pulse/ accurate rhythm as an accompaniment to singing.</li> <li data-bbox="253 796 1106 823">• To learn to pitch-match and sing solos on the notes So, Mi and La .</li> <li data-bbox="253 831 1106 896">• To play tuned instruments to a steady pulse to accompany singing. To show recognition of pitch changes through actions.</li> <li data-bbox="253 904 1106 970">• To sing songs containing the notes So Mi La with increasing accuracy.</li> <li data-bbox="253 978 1106 1043">• To create musical patterns by writing 4-beat rhythm and pitch phrases, practising and performing them in groups.</li> </ul>	<p data-bbox="1131 122 1653 150">Key Stage 2 National Curriculum Objectives:</p> <ul data-bbox="1180 169 2020 379" style="list-style-type: none"> <li data-bbox="1180 169 2020 268">• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li data-bbox="1180 276 2020 341">• Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li data-bbox="1180 349 2020 379">• Use and understand staff and other musical notations</li> </ul>

What pupils need to know or do to be secure	
<p><b>Key knowledge and skills</b></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><b>Possible evidence</b></p> <p>Teacher can record performances.</p> <p>Teacher to make notes on planning about if children met lesson objectives.</p>
<p><b>Key vocabulary</b></p> <p>So, mi, ta, tee-tee, pitch, high, low</p>	
<p><b>Common misconceptions</b></p> <p>Children may find it hard to adjust their pitch when singing.</p> <p>Children may have had limited experience playing tuned instruments.</p>	<p><b>Books linking to this area</b></p> <p>Song in the city- Daniel Bernstrom</p>
<p><b>Memorable first hand experiences</b></p> <p>TBC</p>	<p><b>Opportunities for communication</b></p> <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>

#### DCINS Reasonable adjustments for pupils with SEND

<p><b>Communication and Interaction</b></p> <p>Children do not have to sing words when performing chants and rhymes, they can just play along to steady beat.</p>	<p><b>Cognition and Learning</b></p> <p>Teacher could use metronome app to support children keeping a steady beat.</p>
<p><b>Social, Emotional and Mental health</b></p> <p>Children can work in smaller group or with 1:1.</p>	<p><b>Sensory and Physical</b></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>