

	<p>Year group: 2</p>	<p>Area/topic: Singing games</p>
	<p>Key Stage 1 National Curriculum Objectives:</p> <ul style="list-style-type: none"> • Play untuned instruments musically • Perform with others • Use voices expressively and creatively by singing songs • Experience duration and pitch. <p>Objectives taken from Active Music-Pitch:</p> <ul style="list-style-type: none"> • To learn and take part in new and familiar singing games. • To follow cue word actions and to jump to the rhythm of the words. • To improvise movements to a steady pulse. • To sing solos and in small groups with confidence. • To move and dance to a musical time frame. • To learn and take part in new singing games. • To sing with a sense of the shape of the melody and with rhythmic accuracy. • To follow cue word actions and move to a musical time frame. • To internalise and clap rhythms while singing. 	

Prior learning	Future learning
<p>In Year 1:</p> <p>Objectives taken from Active Music:</p> <ul style="list-style-type: none"> • To follow cue word actions, move and choose partners within a musical time frame. • To internalise parts of a song and clap accurate rhythms. • To take part in new and familiar singing games. • To sing with a sense of shape of the melody. • To follow cue word actions, listen to instructions and move to a musical time frame. 	<p>Key Stage 2 National Curriculum Objectives:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory.

- To think up actions and memorise sequences of actions.

What pupils need to know or do to be secure	
<p>Key knowledge and skills</p> <p>Children will be able to sing a melody with rhythmic accuracy. Children will be able to follow cue word actions and move to a musical time frame. Children will be able to internalise and clap rhythms while singing.</p>	<p>Possible evidence</p> <p>Teacher can record performances. Teacher to make notes on planning about if children met lesson objectives.</p>
<p>Key vocabulary</p>	
<p>Melody, rhythm, pulse.</p>	
Common misconceptions	Books linking to this area
<p>Children may find it hard to adjust their pitch when singing. Children may have had limited experience playing tuned instruments.</p>	<p>The Animals of Madame Malone's Music Hall- Laura Wood</p>
Memorable first hand experiences	Opportunities for communication
<p>Easter service</p>	<p>Children will communicate when performing songs, chants and rhymes. Children will communicate when working as part of an ensemble, when practicing a performance.</p>

DCINS 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 defenders for louder parts of the lesson.</p>