



St James' Church of England Primary School

Music Overview Sheet



Year 2 – Orchestral instruments (Theme: Traditional stories)



Unit Outcomes: Pupils who are **secure** will be able to:

- Make plausible descriptions of the music.
- Identify a few instruments and the sounds of different sections of the orchestra.
- Explain what is happening in the music using language relating to emotion.
- Create a piece of music with some appropriate tempo, dynamic and timbre changes.
- Suggest appropriate musical timbres for each of the characters and tempo changes for the actions.
- Perform confidently using appropriate instrumental sounds.

Key Skills:

- Recognising timbre changes and structural features in music they listen to.
- Listening to and recognising instrumentation.
- Beginning to use musical vocabulary to describe music.
- Suggesting improvements to their own and others' work.
- Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- Choosing appropriate dynamics, tempo and timbre for a piece of music.
- Performing expressively using dynamics and timbre to alter sounds as appropriate.

Overview:

Lesson 1: **The Three Bears** To listen to and analyse an orchestral version of a traditional story
 Lesson 2: **The Snow Queen** To listen to and analyse a film musical version of a traditional story
 Lesson 3: **Red Riding Hood** To select appropriate sounds to match events, characters and feelings in a story
 Lesson 4: **Jack and the Beanstalk** To write a play script and select appropriate musical sounds to accompany it
 Lesson 5: **Super storytellers** To perform a story script with accompanying music

Cross-Curricular Ideas

Key Vocabulary

Orchestra, instruments, strings, woodwind, brass, percussion, vocals, sound effect, timbre, dynamics, tempo

Impact/Assessment

Most Children will: • Making plausible descriptions of the music and identifying a few instruments. • Explaining what is happening in the music using language relating to emotion as well as identifying sounds of different sections of the orchestra. • Creating a piece of music with some appropriate tempo, dynamic and timbre changes. • Suggesting appropriate musical timbres for each of the characters and tempo changes for the actions. • Performing confidently using appropriate instrumental sounds.

More Able Children will: • Making good descriptions of the music and justifying these with reasoning, whilst identifying specific instruments and making a good attempt at ordering them according to pitch. • Using musical and instrumental vocabulary consistently to describe changes in the music as well as recognising different orchestral instruments. • Creating a piece of music that carefully matches the story with insightful use of tempo, dynamic and timbre changes. • Identifying the emotions of the characters and matching them to dynamics. • Adding musical details to their performance using additional vocal sounds.