


<p>Derry Hill C of E Primary School</p>	<p><u>The Gunpowder Plot</u></p>	<p>Year 2: Term 1: Autumn 2025</p>	
<p>National Curriculum Subject</p>	<p>Key Vocabulary</p>	<p>Key Skills and Knowledge</p>	<p>Learning Intention and Implementation</p>
<p><u>Unit 1:</u> <u>Fireworks – Focus on</u> <u>pitch and rhythm;</u> <u>Graphic scores.</u></p> 	<p><b>Key Vocabulary</b></p> <p><b>beat</b> – the steady pulse of the music.</p> <p><b>rhythm</b> – a pattern made by notes of different lengths</p> <p><b>instructions</b></p> <p><b>lyrics</b> – the words of the song.</p> <p><b>in unison</b> – singing altogether</p> <p><b>vocal sounds</b>- noises made with your voice</p> <p><b>graphic score</b> – images that tell musicians what to play or sing when.</p>	<p><b>Key Skills:</b></p> <p><i>I can represent the sounds of fireworks through vocal sounds and by using instruments.</i></p> <p><i>I can use graphic symbols to record our instrumental parts so that they can be played again.</i></p> <p><i>I can learn and perform a chant about fireworks, adding vocal and instrumental firework sounds in time and creating 2 versions of the chant.</i></p> <p><i>I can evaluate our chant and give ideas of how we could improve it.</i></p> <p><i>I can compare and contrast 3 pieces of classical music that focus on fireworks and describe how they represent fireworks using musical language.</i></p> <p><i>I can give an opinion using musical vocabulary to explain which piece of music I think best represents fireworks and why.</i></p> <p><i>I can identify and describe instruments used in the 17th century and recognise them in a song.</i></p> <p><i>I can learn and perform the song 'Hundreds of Years Ago', summarising the Gunpowder Plot. I can add percussion to the song creating and following a graphic score.</i></p>	<p><b>Week 1</b></p> <p><b>LI.</b> I can follow instructions and warm up by voice by copying exercises and vocal sounds accurately.</p> <p>I can identify vocal sounds that can represent the sound of fireworks.</p> <p>I can follow a simple graphic score and make the firework sounds to a beat.</p> <p>I can say a chant in unison to a beat and keep this going when firework sounds are added.</p> <p><b>Week 2</b></p> <p><b>LI.</b> I can recall and perform our Firework chant in two-parts, using the graphic score to see which sounds to make when.</p> <p>I can work in a select instruments to make different fireworks sounds and organize these into two sequences of 4 to accompany the chant.</p> <p><b>Week 3</b></p> <p><b>LI.</b> I can join in singing the chorus from 'Firework' and relate pictures to the different parts of the song.</p> <p>I can represent music in pictures as I listen to it.</p> <p>I can compare and contrast 3 pieces of music inspired by fireworks and say how they have shown the fireworks in music.</p> <p>.</p> <p><b>Week 3&amp;4</b></p> <p><b>LI.</b> I can recognize a beat in a song and clap rhythms to a beat.</p> <p>I can learn and perform the song 'Hundreds of Years Ago', summarising the Gunpowder Plot.</p>

			<p><b>Week 5</b></p> <p><b>LI</b> I can learn and perform the song 'Hundreds of Years Ago', summarizing the Gunpowder Plot. I can stay in time with others and with the music when singing the song.</p> <p><b>Week 6</b></p> <p><b>L.I.</b> I can recall the names of key instruments from the 16<sup>th</sup> and 17<sup>th</sup> century and recognize them when I hear them. I can learn and perform the song 'Hundreds of Years Ago', summarising the Gunpowder Plot.</p>
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