

Year 2 Music Curriculum




National Curriculum aims:

The national curriculum for music aims to ensure that all pupils: perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.


National Curriculum KS1 subject content:

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

	Autumn 1	Autumn 2
Curriculum focus/links	Hands, feet, heart	Ho, ho, ho
Unit Theme	Afropop, South African	A song with rapping and improvising for Christmas
Key vocabulary	Pulse, rhythm, pitch, dynamics, texture Hook, vocal, accompaniment, call and response, beat	Pulse, rhythm, pitch, dynamics, texture Hook, vocal, accompaniment
Style of song/ supporting songs	<ul style="list-style-type: none"> • The Click Song sung by Miriam Makeba • The Lion Sleeps Tonight sung by Soweto Gospel Choir • Bring Him Back by Hugh Masekela • You Can Call Me Al by Paul Simon • Hlokoloza by Arthur Mafokate 	<ul style="list-style-type: none"> • Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom Song) • Suspicious Minds by Elvis Presley (Pop) • Sir Duke by Stevie Wonder (Funk) • Fly Me To The Moon by Frank Sinatra (Big Band/ Jazz)


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	Spring 1	Spring 2
Curriculum focus/links	I wanna play in a band	Friendship song
Unit Theme	Rock	Pop
Key vocabulary	Pulse, rhythm, pitch, dynamics, texture Hook, vocal, accompaniment, beat, improvisation, chorus	Pulse, rhythm, pitch, dynamics, texture Hook, vocal, accompaniment, introduction, chorus, bridge
Style of song/ supporting songs	<ul style="list-style-type: none"> • We Will Rock You by Queen • Smoke On The Water by Deep Purple • Rockin' All Over The World by Status Quo • Johnny B.Goode by Chuck Berry • I Saw Her Standing There by The Beatles 	<ul style="list-style-type: none"> • Count On Me by Bruno Mars • We Go Together (from the Grease soundtrack) • You Give A Little Love (from Buggy Malone) • That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John • You've Got A Friend In Me by Randy Newman

	Summer 1	Summer 2
Curriculum focus/links	Zoo time	Reflect, rewind and replay
Unit Theme	Reggae	Classical
Key vocabulary	Pulse, rhythm, pitch, dynamics, texture Hook, vocal, accompaniment, back beat, solo, reggae, backing	Pulse, rhythm, pitch, dynamics, texture Classical, orchestra, composer, melody
Style of song/ supporting songs	<ul style="list-style-type: none"> • Kingston Town by UB40 Shine by ASWAD • IGY by Donald Fagen • Feel Like Jumping by Marcia Griffiths • I Can See Clearly Now by Jimmy Clif 	<ul style="list-style-type: none"> • Peer Gynt Suite: Anitras Dance by Edvard Grieg - Romantic • Brandenburg Concerto No 1 by Johann Sebastian Bach - Baroque • From The Diary Of A Fly by Béla Bartók - 20th Century • Fantasia On Greensleeves by Ralph Vaughn Williams - 20th century • Dance of The Sugar Plum Fairy by Pytor Tchaikovsky - Romantic • The Robots (Die Roboter) by Kraftwerk - Contemporary

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Knowledge and skills to be covered in Year 2

	<h3>Knowledge</h3>	<h3>Skills</h3>
<h4>Listen and appraise</h4>	<ul style="list-style-type: none"> ● To know five songs off by heart. ● To know some songs have a chorus or a response/answer part. ● To know that songs have a musical style. ● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. ● To learn how songs can tell a story or describe an idea. 	<ul style="list-style-type: none"> ● To know five songs off by heart. ● To know some songs have a chorus or a response/answer part. ● To know that songs have a musical style. ● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. ● To learn how songs can tell a story or describe an idea.
<h4>Games</h4>	<ul style="list-style-type: none"> ● To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words, our names, favourite food, colours and animals. ● Rhythms are different from the steady pulse. ● We add high and low sounds, pitch, when we sing and play our instruments. 	<p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> ● Game 1 - Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse. ● Game 2 - Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. ● Game 3 - Rhythm Copy Back, Your Turn, Create rhythms for others to copy. ● Game 4 - Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat. ● Game 4a - Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'
<h4>Singing</h4>	<ul style="list-style-type: none"> ● To confidently know and sing five songs from memory. ● To know that unison is everyone singing at the same time. ● Songs include other ways of using the voice e.g. rapping (spoken word). ● To know why we need to warm up our voices 	<ul style="list-style-type: none"> ● Learn about voices singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices - you can rap (spoken word with rhythm). ● Learn to find a comfortable singing position. ● Learn to start and stop singing when following a leader.
<h4>Playing</h4>	<ul style="list-style-type: none"> ● Learn the names of the notes in their instrumental part from memory or when written down. ● Know the names of untuned percussion instruments played in class. 	<ul style="list-style-type: none"> ● Treat instruments carefully and with respect. ● Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). ● Play the part in time with the steady pulse. ● Listen to and follow musical instructions from a leader.

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<p>Improvisation</p>	<ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot. ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● Everyone can improvise, and you can use one or two notes. 	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> 1. Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise - Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! - Take it in turns to improvise using one or two notes.
<p>Composition</p>	<ul style="list-style-type: none"> ● Composing is like writing a story with music. ● Everyone can compose. 	<ul style="list-style-type: none"> ● Help create three simple melodies with the Units using one, three or five different notes. ● Learn how the notes of the composition can be written down and changed if necessary
<p>Performance</p>	<ul style="list-style-type: none"> ● A performance is sharing music with an audience. ● A performance can be a special occasion and involve a class, a year group or a whole school. ● An audience can include your parents and friends. 	<ul style="list-style-type: none"> ● Choose a song they have learnt from the Scheme and perform it. ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it.
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Composition

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