



Music Curriculum: Year 2

*What are the aims and intentions of this curriculum?*

That by the end of KS1, pupils will:

- 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.

Term	Topic	Key Learning	Vocabulary
Autumn	<b>African call and response</b>	Know that dynamics can change the effect a sound has on the audience Know that the long and short sounds of a spoken phrase can be represented by a rhythm Understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song Understand that the tempo of a musical phrase can be changed to achieve a different effect Understand that an instrument can be matched to an animal noise based on its timbre Recognise timbre changes in music they listen to Recognise structural features in music they listen to Listen to and recognise instrumentation Begin to use musical vocabulary to describe music Listen to and repeat a short, simple melody by ear Suggest improvements to their own and others' work Select and create 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 Use letter name and graphic notation to represent the details of their composition Begin to suggest improvements to their own work Use their voices expressively when singing, including the use of basic dynamics (loud and quiet) Copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse Perform expressively using dynamics and timbre to alter sounds as appropriate	timbre, dynamics, tempo, call and response, rhythm, structure



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Spring	<b>Orchestral instruments</b>	<p>Know that musical instruments can be used to create 'real life' sound effects</p> <p>Know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece</p> <p>Know that stringed instruments, like violins, make a sound when their strings vibrate</p> <p>Know that a brass instrument is played by vibrating your lips against the mouthpiece</p> <p>Know that some tuned instruments have a lower range of pitches and some have a higher range of pitches</p> <p>Recognise timbre changes in music they listen to</p> <p>Recognise structural features in music they listen to</p> <p>Listen to and recognise instrumentation</p> <p>Begin to use musical vocabulary to describe music</p> <p>Suggest improvements to their own and others' work</p> <p>Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music</p> <p>Begin to suggest improvements to their own work</p> <p>Sing short songs from memory, with melodic and rhythmic accuracy</p> <p>Perform expressively using dynamics and timbre to alter sounds as appropriate</p>	orchestra, instruments, strings, woodwind, brass, percussion, vocals, sound effect, timbre, dynamics, tempo
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Spring/Summer	<b>Musical me</b>	<p>Understand that 'melody' means a tune Know that 'notation' means writing music down so that someone else can play it Understand that 'accompaniment' can mean playing instruments along with a song Understand that a melody is made up from high and low pitched notes played one after the other, making a tune Recognise timbre changes in music they listen to Recognise structural features in music they listen to Begin to use musical vocabulary to describe music Identify melodies that move in steps Listen to and repeat a short, simple melody by ear Suggest improvements to their own and others' work Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character Successfully combine and layer several instrumental and vocal patterns within a given structure Create simple melodies from five or more notes Choosing appropriate dynamics, tempo and timbre for a piece of music Use letter name and graphic notation to represent the details of their composition Begin to suggest improvements to their own work Use their voices expressively when singing, including the use of basic dynamics (loud and quiet) Sing short songs from memory, with melodic and rhythmic accuracy Copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse Perform expressively using dynamics and timbre to alter sounds as appropriate Sing back short melodic patterns by ear and play short melodic patterns from letter notation</p>	rhythm, pulse, dynamics, timbre, beat, melody, notation
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Summer	<b>Dynamics, timbre, tempo and motifs</b>	To know that a 'soundscape' is a landscape created using only sounds Know that a composer is someone who creates music and writes it down Understand that a motif is a 'sound idea' that can be repeated throughout a piece of music Recognise timbre changes in music they listen to Recognise structural features in music they listen to Listen to and recognise instrumentation Begin to use musical vocabulary to describe music Suggest improvements to their own and others' work Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character Successfully combine and layer several instrumental and vocal patterns within a given structure Create simple melodies from five or more notes Choosing appropriate dynamics, tempo and timbre for a piece of music Use letter name and graphic notation to represent the details of their composition Begin to suggest improvements to their own work Use their voices expressively when singing, including the use of basic dynamics (loud and quiet) Perform expressively using dynamics and timbre to alter sounds as appropriate	soundscape, timbre, dynamics, tempo, motif
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