



Y2 music overview 2021-22

Musical Activity	Building Skills and Disciplinary Knowledge	Approaches to Developing Skills and Disciplinary Knowledge	Building Substantive Knowledge and Understanding	Approaches to Developing Substantive Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Responding	Creating	Talking Exploring Notating
Singing	<ul style="list-style-type: none"> Sing songs regularly with a pitch range of do-so with increasing vocal control. Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause) 	<ul style="list-style-type: none"> Class/group tuition with notation 	<ul style="list-style-type: none"> Understanding history/origins of instruments Understanding how music depicts emotions and moods 	<ul style="list-style-type: none"> Class teacher led presentations with children note-taking Group research on musical instrument origins etc and instruments 	TERM1: Exploring Sound	Most children will be able to... (working at)	Some children will not yet be able to... (working towards)	Some children are confidently able to... (exceeding)
Playing and musicianship	<p>Pulse/beat</p> <ul style="list-style-type: none"> Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song (e.g. La Mousisque by Susato). Know the difference between left and right to support coordination and shared movement with others. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Identify the beat groupings in familiar music that they sing regularly and listen to, e.g. 2 Maple Leaf Rag by Joplin or 3 The Elephant from Carnival of the Animals by Saint-Saëns <p>Rhythm</p> <ul style="list-style-type: none"> Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?). Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. Create and perform their own chanted rhythm patterns with the same stick notation. <p>Pitch</p> <ul style="list-style-type: none"> Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track. Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). Recognise dot notation and match it to 3-note tunes played on tuned percussion 	<ul style="list-style-type: none"> Class/group tuition with notation, pitch, rhythm, tempo, collaboration 	<ul style="list-style-type: none"> Understand how instruments are grouped together wind, string, pipe music Understand how music can link to stories in shows, TV, plays 	<ul style="list-style-type: none"> Rehearsal in groups / as a class Performances to class/worship 				
Improvising	<ul style="list-style-type: none"> Begin to improvise with a variety of instruments independently Begin to improvise with voice independently Begin to improvise with harmonising group for an audience 	<ul style="list-style-type: none"> Class/group improvisation games 						

Composing	<ul style="list-style-type: none"> • Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). • Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • Use music technology, if available, to capture, change and combine sounds 	<ul style="list-style-type: none"> • Class initial tutoring, then group opportunities for composition. 		<ul style="list-style-type: none"> • Class, then group opportunities to create compositions 	Exploring Sound			
Listening	<ul style="list-style-type: none"> • Listen to variety of music, recorder, penny identifying particular elements • Listen to someone else's chosen recording • Listen to and critique other compositions following adult prompts 	<ul style="list-style-type: none"> • Listening element to be part of each lesson 		<ul style="list-style-type: none"> • Chosen piece to present to class for listening with reasons why and a background to piece selected 	TERM3: Opera Carmen			
SMSC	<ul style="list-style-type: none"> • Gain greater confidence in being able to work with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y2 music curriculum • Gain greater confidence in resolve conflicts and differing opinions should these arise • Develop and enjoyment of music • Gain greater confidence in use of imagination and creativity • Gain greater confidence in reflect on tasks • Gain greater confidence in investigating and offering views on issues in music topics studied • Gain a willingness to explore and understand music from a variety of cultural backgrounds 	<ul style="list-style-type: none"> • Research using given websites and researching finding own • Planned for opportunities to enable pupils to work with those of differing backgrounds 						

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