

Churchfields Infants' School: Year Two curriculum information Music



Outlined below is a summary of the skills children will work on during each half term in Year Two, along with some activities children will complete, key vocabulary that will be taught and ideas of how parents can help to develop this learning at home.

Half Term	Skills	Activities	Key Vocabulary	How can you help at home?
Autumn 1 Are We Nearly There Yet?	Hands, Feet, Heart - 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 sounds using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture,	Hands, Feet, Heart Listen and Appraise - listening to a range of high-quality music in different styles and discussing, commenting using their knowledge of other pieces and the inter-related dimensions of music Building Musical Knowledge - finding the pulse to a range of pieces of music and comparing them Singing - finding a comfortable and effective posture for singing	keyboard drums bass electric guitar saxophone trumpet pulse rhythm pitch improvise compose perform audience question and answer melody dynamics tempo names of musical instruments (tuned and untuned) recorder posture	 these are some of the pieces of music children will listen to and appraise as part of this unit: 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 You may like to listen to these pieces at home and discuss them with your child. Do they like them? Why or why not? What types of instruments can they hear? How do they play? What about any voices? Are they male or female or both? A soloist or a group? What is the structure of the music (comment on different sections across the piece)? What kind of style would you say this music is in? How would you improve the piece of music? since children in Year Two are learning to play the recorder, you may like to consider

structure and	Playing
appropriate musical	- playing a part in
notations)	time with a steady
- learn that some	pulse
songs have a chorus	<u>Improvisation</u>
(or response/answer	- clapping back a
part)	range of rhythms
- learn that songs	<u>Composition</u>
have a musical style	- composing to a song
- understand that	using one or two
rhythm is different	notes
from a steady pulse	- writing this down as
- understand the	learned in Y1
meaning of the term	<u>Performance</u>
'unison'	- performing for a
- understand why we	specified audience
need to warm up our	<u>Recorders</u>
voices	- learning the parts of
Revision:	their recorder
- treat instruments	- learning how to hold
carefully and with	their recorder
respect	- using correct posture
- learn the names of	- using correct
the instruments they	amount of breath to
are playing	produce a clear note
- use and understand	- how to do the
improvisation,	'doughnut test' to
composition and	cover holes correctly
performance	in order to play clear
- learn the names and	notes
pattern of the notes in	- playing B, A and G
a simple instrumental	clearly in isolation

Revision:

accompaniment to a

piece of music

notes
blow
control
(quaver)
(crotchet)
(minim)
(dotted minim)
(semibreve)

buying them one to practise with at home! Can they show you what they have been learning at school?

- share any musical knowledge or skill you (or a relative or friend) may have with your child! Take opportunities to listen and move to music with them whenever you can!
- take any opportunities you can for your child to listen to live music! This could be a band at a party or wedding, a small group performing a concert, the orchestra at a theatre or a larger performance by a whole orchestra! You can't replicate the feeling of listening to music live!

Autumn 2	Ho, Ho, Ho! - use their voices	- enjoy moving to music - singing using increased control over pitch and dynamics to create an effect - playing tuned instruments with increased control, moving between a small number of notes - listening to and following instructions from a musical leader about when to start and stop playing Ho, Ho, Ho! Listen and Appraise	keyboard bass	- these are some of the pieces of music children will listen to and appraise as part
Once Upon a Time	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 sounds using the	- listening to a range of high-quality music in different styles and discussing, commenting using their knowledge of other pieces and the inter-related dimensions of music Building Musical Knowledge - copying back ever more complex rhythms using words to support rhythm	guitar percussion trumpet saxophone pulse rhythm pitch perform audience rap improvise dynamics tempo	 of this unit: Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom Song) Suspicious Minds by Elvis Presley Sir Duke by Stevie Wonder Fly Me To The Moon by Frank Sinatra You may like to listen to these pieces at home and discuss them with your child. Do they like them? Why or why not? What types of instruments can they hear? How do they play? What about any voices? Are they male or female or both? A soloist or a group? What is the structure of the music (comment on different sections across the

interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)

 learn how we add pitch to a pulse/rhythm using our voices and tuned instruments

Revision:

- learn that some songs have a chorus (or response/answer part)
- learn that songs have a musical style - understand that rhythm is different from a steady pulse - understand the meaning of the term 'unison'
- understand why we need to warm up our voices

Singing

- using skills built to sing more complex songs, with more challenging rhythms and melodies Playing
- playing a rhythm in time with a steady pulse

<u>Improvisation</u>

- clapping an improvised rhythm for others to copy back
 Composition
- composing to a song using one or two notes
- writing this down as learned in Y1
 Performance
- performing a song of their choice showing elements of control relevant to the interrelated dimensions of music

Recorders

- playing notes clearly
- musical notation in order to play a simple rhythm using just one note (different types

names of musical
instruments (tuned and
untuned)
recorder
posture
notes
blow
control
(quaver)
(crotchet)
(minim)
(dotted minim)
(semibreve)

piece)? What kind of style would you say this music is in? How would you improve the piece of music?

- since children in Year Two are learning to play the recorder, you may like to consider buying them one to practise with at home! Can they show you what they have been learning at school?
- share any musical knowledge or skill you (or a relative or friend) may have with your child! Take opportunities to listen and move to music with them whenever you can!
- take any opportunities you can for your child to listen to live music! This could be a band at a party or wedding, a small group performing a concert, the orchestra at a theatre or a larger performance by a whole orchestra! You can't replicate the feeling of listening to music live!

of notes and their
duration)
- playing simple tunes
with a simple, steady
rhythm when using
more than one note
(up to B, A and G)
Revision:
- finding the pulse to a
range of pieces of
music and comparing
them
- finding a
comfortable and
effective posture for
singing
- playing a part in
time with a steady
pulse
- clapping back a
range of rhythms
- performing for a
specified audience
- learning the parts of
their recorder
- learning how to hold
their recorder
- using correct posture
- using correct
amount of breath to
produce a clear note
- how to do the
'doughnut test' to
cover holes correctly
COVER FIGURES CORRECTLY

		in order to play clear notes - playing B, A and G clearly in isolation		
Spring 1 It's Cold Outside	I Wanna Play In A Band - 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 sounds using the	I Wanna Play In A Band Listen and Appraise - listening to a range of high-quality music in different styles and discussing, commenting using their knowledge of other pieces and the inter-related dimensions of music Building Musical Knowledge - creating rhythms for other children to copy, using what they already know	keyboard drums bass electric guitar rock pulse rhythm pitch improvise compose perform audience melody dynamics tempo names of musical instruments (tuned and untuned)	 these are some of the pieces of music children will listen to and appraise as part of this unit: 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 You may like to listen to these pieces at home and discuss them with your child. Do they like them? Why or why not? What types of instruments can they hear? How do they play? What about any voices? Are they male or female or both? A soloist or a group? What is the structure of the music (comment on different sections across the
	interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations) - show control over both duration and pitch when playing to	Singing - using skills built to sing more complex songs, with more challenging rhythms and melodies Playing - learning the names of the notes they play to accompany a song	recorder posture notes blow control (quaver) (crotchet) (minim) (dotted minim) (semibreve)	piece)? What kind of style would you say this music is in? How would you improve the piece of music? - since children in Year Two are learning to play the recorder, you may like to consider buying them one to practise with at home! Can they show you what they have been learning at school? - share any musical knowledge or skill you (or a relative or friend) may have with your child! Take opportunities to listen and

rhythms using a	<u>Improvisation</u>	move to music with them whenever you
recorder	- listening to a 'call'	can!
Revision:	played on an	- take any opportunities you can for your
- understand why we	untuned instrument	child to listen to live music! This could be a
need to warm up ou	and answering with	band at a party or wedding, a small group
voices	an improvised	performing a concert, the orchestra at a
- learn how we add	response	theatre or a larger performance by a
pitch to a	<u>Composition</u>	whole orchestra! You can't replicate the
pulse/rhythm using o	r - composing to a song	feeling of listening to music live!
voices and tuned	using three notes	
instruments	- editing composition	
	as necessary	
	<u>Performance</u>	
	- adding own ideas to	
	a performance for a	
	specific audience	
	<u>Recorders</u>	
	- continue to develop	
	skills when playing	
	rhythms to a piece of	
	music when playing	
	more than one note	
	(initially B, A and G in	
	combination)	
	- introducing the note	
	E and including in	
	pieces to be played	
	Revision:	
	- copying back ever	
	more complex	
	rhythms using words to	
	support rhythm	
	- using skills built to	
	sing more complex	

		songs, with more		
		challenging rhythms		
		and melodies		
		- playing a rhythm in		
		time with a steady		
		pulse		
		- clapping an		
		improvised rhythm for		
		others to copy back		
		- performing a song of		
		their choice showing		
		elements of control		
		relevant to the inter-		
		related dimensions of		
		music		
		- playing notes clearly		
		- musical notation in		
		order to play a simple		
		rhythm using just one		
		note (different types		
		of notes and their		
		duration)		
		- playing simple tunes		
		with a simple, steady		
		rhythm when using		
		more than one note		
		(up to B, A and G)		
Spring 2	Zootime	Zootime	keyboard	- these are some of the pieces of music
	- use their voices	<u>Listen and Appraise</u>	drums	children will listen to and appraise as part
What the	expressively and	- listening to a range	bass	of this unit:
Eyes Don't	creatively by singing	of high-quality music	electric guitar	Kingston Town by UB40
_	songs and speaking	in different styles and	reggae	Shine by ASWAD
See	chants and rhymes	discussing,	pulse	IGY by Donald Fagen
		commenting using	rhythm	.5. 5, 55116161 (3901)

- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with sounds using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)

Revision:

- understand why we need to warm up our voices
- show control over both duration and pitch when playing to rhythms using a recorder

their knowledge of other pieces and the inter-related dimensions of music - discussing how songs are used to describe an idea or tell a story Building Musical Knowledge - copying vocal

- copying vocal rhythms that are sung to them <u>Singing</u>
- using skills built to sing more complex songs, with more challenging rhythms and melodies Playing
- playing a tuned instrumental part that matches their level of musical challenge Improvisation
- listening to a sung 'call', and respond with an improvised set of notes
- **Composition**
- composing to a song using three notes
- editing composition as necessary
 Performance

pitch improvise compose perform audience melody dynamics tempo names of musical instruments (tuned and untuned) recorder posture notes blow control (quaver) (crotchet)

(minim)

(dotted minim)

(semibreve)

- Feel Like Jumping by Marcia Griffiths
- I Can See Clearly Now by Jimmy Cliff You may like to listen to these pieces at home and discuss them with your child. Do they like them? Why or why not? What types of instruments can they hear? How do they play? What about any voices? Are they male or female or both? A soloist or a group? What is the structure of the music (comment on different sections across the piece)? What kind of style would you say this music is in? How would you improve the piece of music?
- since children in Year Two are learning to play the recorder, you may like to consider buying them one to practise with at home! Can they show you what they have been learning at school?
- share any musical knowledge or skill you (or a relative or friend) may have with your child! Take opportunities to listen and move to music with them whenever you can!
- take any opportunities you can for your child to listen to live music! This could be a band at a party or wedding, a small group performing a concert, the orchestra at a theatre or a larger performance by a whole orchestra! You can't replicate the feeling of listening to music live!

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<u>corders</u>
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hms to a piece of
sic when playing
re than one note
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nd including in
ces to be played
egin to improvise
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order when
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eating rhythms for
er children to
by, using what they
eady know
arning the names
he notes they play
accompany a
g
ening to a 'call'
yed on an
uned instrument
d answering with
improvised and a second
ponse
omposing to a song
g three notes

Summer 1	Friendship Song - use their voices	- editing composition as necessary Performance - adding own ideas to a performance for a specific audience - continue to develop skills when playing rhythms to a piece of music when playing more than one note (initially B, A and G in combination) - introducing the note E and including in pieces to be played Friendship Song Listen and Appraise	keyboard drums	- these are some of the pieces of music children will listen to and appraise as part
From Out of the Ashes	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 sounds using the interrelated	- listeriand Appraise - listening to a range of high-quality music in different styles and discussing, commenting using their knowledge of other pieces and the inter-related dimensions of music - discussing how songs are used to describe an idea or tell a story Building Musical Knowledge - listening to performed rhythms	bass glockenspiel pulse rhythm pitch improvise compose perform audience melody dynamics tempo names of musical instruments (tuned and untuned) recorder	 of this unit: Count On Me by Bruno Mars We Go Together (from the Grease soundtrack) You Give A Little Love (from Bugsy 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 You may like to listen to these pieces at home and discuss them with your child. Do they like them? Why or why not? What types of instruments can they hear? How

dimensions of music	using voice or an	posture	do they play? What about any voices? Are
(pitch, duration,	instrument and	notes	they male or female or both? A soloist or a
dynamics, tempo,	performing back with	blow	group? What is the structure of the music
timbre, texture,	accuracy	control	(comment on different sections across the
structure and	<u>Singing</u>	(quaver)	piece)? What kind of style would you say
appropriate musical	- using skills built to	(crotchet)	this music is in? How would you improve
notations)	sing more complex	(minim)	the piece of music?
- show how learning	songs, with more	(dotted minim)	- since children in Year Two are learning to
from across Key Stage	challenging rhythms	(semibreve)	play the recorder, you may like to consider
One can be used	and melodies		buying them one to practise with at home!
when performing a	<u>Playing</u>		Can they show you what they have been
piece for a specific	- playing a part on a		learning at school?
audience	tuned instrument as		- share any musical knowledge or skill you
Revision:	part of an ensemble		(or a relative or friend) may have with your
- understand why we	<u>Improvisation</u>		child! Take opportunities to listen and
need to warm up our	- listening to a 'call'		move to music with them whenever you
voices	played on a tuned		can!
- show control over	instrument, and		- take any opportunities you can for your
both duration and	respond with an		child to listen to live music! This could be a
pitch when playing to	improvised set of		band at a party or wedding, a small group
rhythms using a	notes		performing a concert, the orchestra at a
recorder	<u>Composition</u>		theatre or a larger performance by a
	- composing to a song		whole orchestra! You can't replicate the
	using five notes		feeling of listening to music live!
	- editing composition		
	as necessary		
	<u>Performance</u>		
	- adding own ideas to		
	a performance for a		
	specific audience		
	- recording and		
	appraising own		
	performances		
	Pocordors		

<u>Recorders</u>

		- continue to develop skills when playing rhythms to a piece of music when playing more than one note - introducing the note F and including in pieces to be played - continue to improvise with the notes on a recorder when playing to songs Revision: - discussing how songs are used to describe an idea or tell a story - copying vocal rhythms that are sung to them - playing a tuned instrumental part that matches their level of musical challenge - listening to a sung 'call', and respond with an improvised set of notes - introducing the note D and including in pieces to be played		
Summer 2	Reflect, Rewind and Replay	Reflect, Rewind and Replay Listen and Appraise	revisit all vocabulary from across the Key Stage	- these are some of the pieces of music children will listen to and appraise as part of this unit:

Lost at Sea

- 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
 sounds using the
 interrelated
 dimensions of music
 (pitch, duration,
 dynamics, tempo,
 timbre, texture,
 structure and
 appropriate musical
 notations)

Revision:

- understand why we need to warm up our voices
- show how learning from across Key Stage One can be used when performing a
- listening to a range of high-quality music in different styles and discussing, commenting using their knowledge of other pieces and the inter-related dimensions of music - discussing how songs are used to describe an idea or tell a story **Building Musical** Knowledge - revising and revisiting knowledge and understanding from across the Key Stage Singing - using skills built to sing more complex songs, with more challenging rhythms and melodies Playing - playing a part on a tuned instrument as part of an ensemble. following clear instructions from a leader

Improvisation

- add improvisations

to performances

- Peer Gynt Suite: Anitras Dance by Edvard Grieg
- Brandenburg Concerto No 1 by Johann Sebastian Bach
- From The Diary Of A Fly by Béla Bartók
- Fantasia On Greensleeves by Ralph Vaughn Williams
- Dance of The Sugar Plum Fairy by Pytor Tchaikovsky
- The Robots (Die Roboter) by Kraftwerk You may like to listen to these pieces at home and discuss them with your child. Do they like them? Why or why not? What types of instruments can they hear? How do they play? What about any voices? Are they male or female or both? A soloist or a group? What is the structure of the music (comment on different sections across the piece)? What kind of style would you say this music is in? How would you improve the piece of music?
- since children in Year Two are learning to play the recorder, you may like to consider buying them one to practise with at home! Can they show you what they have been learning at school?
- share any musical knowledge or skill you (or a relative or friend) may have with your child! Take opportunities to listen and move to music with them whenever you can!
- take any opportunities you can for your child to listen to live music! This could be a

piece for a	specific Composition	band at a party or wedding, a small group
audience	- composing to a song	performing a concert, the orchestra at a
	using three notes	theatre or a larger performance by a
	- adding own	whole orchestra! You can't replicate the
	composed sections to	feeling of listening to music live!
	a performance of a	
	known song	
	<u>Performance</u>	
	- adding own ideas to	
	a performance for a	
	specific audience	
	- recording and	
	appraising own	
	performances	
	<u>Recorders</u>	
	- continue to develop	
	skills when playing	
	rhythms to a piece of	
	music when playing	
	more than one note	
	- introducing the	
	notes C and high D	
	and including in	
	pieces to be played	
	- improvise with the	
	notes on a recorder	
	when playing to songs	
	- compose own short	
	pieces by combining	
	notes and rhythms	
	already learned	
	Revision:	
	- listening to	
	performed rhythms	

using voice or an	
instrument and	
performing back with	
accuracy	
- playing a part on a	
tuned instrument as	
part of an ensemble	
- listening to a 'call'	
played on a tuned	
instrument, and	
respond with an	
improvised set of	
notes	
- composing to a song	
	performing back with accuracy - playing a part on a tuned instrument as part of an ensemble - listening to a 'call' played on a tuned instrument, and respond with an improvised set of