



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 <u>Listen and Appraise</u> - 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 <u>Building Musical Knowledge</u> - finding the pulse to a range of pieces of music and comparing them <u>Singing</u> - 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: <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 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

	<p>structure and appropriate musical notations)</p> <ul style="list-style-type: none"> - 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 <p>Revision:</p> <ul style="list-style-type: none"> - <i>treat instruments carefully and with respect</i> - <i>learn the names of the instruments they are playing</i> - <i>use and understand improvisation, composition and performance</i> - <i>learn the names and pattern of the notes in a simple instrumental accompaniment to a piece of music</i> 	<p><u>Playing</u></p> <ul style="list-style-type: none"> - playing a part in time with a steady pulse <p><u>Improvisation</u></p> <ul style="list-style-type: none"> - clapping back a range of rhythms <p><u>Composition</u></p> <ul style="list-style-type: none"> - composing to a song using one or two notes - writing this down as learned in Y1 <p><u>Performance</u></p> <ul style="list-style-type: none"> - performing for a specified audience <p><u>Recorders</u></p> <ul style="list-style-type: none"> - 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 in order to play clear notes - playing B, A and G clearly in isolation <p>Revision:</p>	<p>notes</p> <p>blow control</p> <p>(quaver)</p> <p>(crotchet)</p> <p>(minim)</p> <p>(dotted minim)</p> <p>(semibreve)</p>	<p>buying them one to practise with at home!</p> <p>Can they show you what they have been learning at school?</p> <ul style="list-style-type: none"> - 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!
--	--	---	--	--

		<ul style="list-style-type: none"> - 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 		
Autumn 2 Once Upon a Time...	Ho, Ho, Ho! - 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	Ho, Ho, Ho! <u>Listen and Appraise</u> - 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 <u>Building Musical Knowledge</u> - copying back ever more complex rhythms using words to support rhythm	keyboard bass guitar percussion trumpet saxophone pulse rhythm pitch perform audience rap improvise dynamics tempo	- these are some of the pieces of music children will listen to and appraise as part of this unit: <ul style="list-style-type: none"> • 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

	<p>interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)</p> <p>- learn how we add pitch to a pulse/rhythm using our voices and tuned instruments</p> <p>Revision:</p> <ul style="list-style-type: none"> - 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 	<p><u>Singing</u></p> <ul style="list-style-type: none"> - using skills built to sing more complex songs, with more challenging rhythms and melodies <p><u>Playing</u></p> <ul style="list-style-type: none"> - playing a rhythm in time with a steady pulse <p><u>Improvisation</u></p> <ul style="list-style-type: none"> - clapping an improvised rhythm for others to copy back <p><u>Composition</u></p> <ul style="list-style-type: none"> - composing to a song using one or two notes - writing this down as learned in Y1 <p><u>Performance</u></p> <ul style="list-style-type: none"> - performing a song of their choice showing elements of control relevant to the inter-related dimensions of music <p><u>Recorders</u></p> <ul style="list-style-type: none"> - playing notes clearly - musical notation in order to play a simple rhythm using just one note (different types 	<p>names of musical instruments (tuned and untuned)</p> <p>recorder</p> <p>posture</p> <p>notes</p> <p>blow</p> <p>control</p> <p>(quaver)</p> <p>(crotchet)</p> <p>(minim)</p> <p>(dotted minim)</p> <p>(semibreve)</p>	<p>piece)? What kind of style would you say this music is in? How would you improve the piece of music?</p> <ul style="list-style-type: none"> - 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!
--	--	---	--	--

		<p>of notes and their duration)</p> <ul style="list-style-type: none">- playing simple tunes with a simple, steady rhythm when using more than one note (up to B, A and G) <p>Revision:</p> <ul style="list-style-type: none">- <i>finding the pulse to a range of pieces of music and comparing them</i>- <i>finding a comfortable and effective posture for singing</i>- <i>playing a part in time with a steady pulse</i>- <i>clapping back a range of rhythms</i>- <i>performing for a specified audience</i>- <i>learning the parts of their recorder</i>- <i>learning how to hold their recorder</i>- <i>using correct posture</i>- <i>using correct amount of breath to produce a clear note</i>- <i>how to do the 'doughnut test' to cover holes correctly</i>		
--	--	--	--	--

		<i>in order to play clear notes</i> <i>- playing B, A and G clearly in isolation</i>		
Spring 1 <i>It's Cold Outside...</i>	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 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	I Wanna Play In A Band <u>Listen and Appraise</u> - 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 <u>Building Musical Knowledge</u> - creating rhythms for other children to copy, using what they already know <u>Singing</u> - using skills built to sing more complex songs, with more challenging rhythms and melodies <u>Playing</u> - learning the names of the notes they play to accompany a song	keyboard drums bass electric guitar rock pulse rhythm 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)	- these are some of the pieces of music children will listen to and appraise as part of this unit: <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 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

	<p>rhythms using a recorder</p> <p>Revision:</p> <ul style="list-style-type: none"> - <i>understand why we need to warm up our voices</i> - <i>learn how we add pitch to a pulse/rhythm using our voices and tuned instruments</i> 	<p><u>Improvisation</u></p> <ul style="list-style-type: none"> - listening to a 'call' played on an untuned instrument and answering with an improvised response <p><u>Composition</u></p> <ul style="list-style-type: none"> - composing to a song using three notes - editing composition as necessary <p><u>Performance</u></p> <ul style="list-style-type: none"> - adding own ideas to a performance for a specific audience <p><u>Recorders</u></p> <ul style="list-style-type: none"> - 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 <p>Revision:</p> <ul style="list-style-type: none"> - <i>copying back ever more complex rhythms using words to support rhythm</i> - <i>using skills built to sing more complex</i> 		<p>move to music with them whenever you can!</p> <ul style="list-style-type: none"> - 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!
--	---	--	--	--

		<p>songs, with more challenging rhythms and melodies</p> <ul style="list-style-type: none"> - 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) 		
<p>Spring 2</p> <p><i>What the Eyes Don't See...</i></p>	<p>Zootime</p> <ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<p>Zootime</p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> - listening to a range of high-quality music in different styles and discussing, commenting using 	<p>keyboard drums bass electric guitar reggae pulse rhythm</p>	<p>- these are some of the pieces of music children will listen to and appraise as part of this unit:</p> <ul style="list-style-type: none"> • Kingston Town by UB40 • Shine by ASWAD • IGY by Donald Fagen

	<p>- play tuned and untuned instruments musically</p> <p>- listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>- experiment with sounds using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)</p> <p>Revision:</p> <p>- <i>understand why we need to warm up our voices</i></p> <p>- <i>show control over both duration and pitch when playing to rhythms using a recorder</i></p>	<p>their knowledge of other pieces and the inter-related dimensions of music</p> <p>- discussing how songs are used to describe an idea or tell a story</p> <p><u>Building Musical Knowledge</u></p> <p>- copying vocal rhythms that are sung to them</p> <p><u>Singing</u></p> <p>- using skills built to sing more complex songs, with more challenging rhythms and melodies</p> <p><u>Playing</u></p> <p>- playing a tuned instrumental part that matches their level of musical challenge</p> <p><u>Improvisation</u></p> <p>- listening to a sung 'call', and respond with an improvised set of notes</p> <p><u>Composition</u></p> <p>- composing to a song using three notes</p> <p>- editing composition as necessary</p> <p><u>Performance</u></p>	<p>pitch</p> <p>improvise</p> <p>compose</p> <p>perform</p> <p>audience</p> <p>melody</p> <p>dynamics</p> <p>tempo</p> <p>names of musical instruments (tuned and untuned)</p> <p>recorder</p> <p>posture</p> <p>notes</p> <p>blow</p> <p>control</p> <p>(quaver)</p> <p>(crotchet)</p> <p>(minim)</p> <p>(dotted minim)</p> <p>(semibreve)</p>	<ul style="list-style-type: none"> • Feel Like Jumping by Marcia Griffiths • I Can See Clearly Now by Jimmy Cliff <p>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?</p> <p>- 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?</p> <p>- 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!</p> <p>- 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!</p>
--	---	---	---	---

- adding own ideas to a performance for a specific audience

Recorders

- continue to develop skills when playing rhythms to a piece of music when playing more than one note
- introducing the note D and including in pieces to be played
- begin to improvise with the notes on a recorder when playing to songs

Revision:

- *creating rhythms for other children to copy, using what they already know*
- *learning the names of the notes they play to accompany a song*
- *listening to a 'call' played on an untuned instrument and answering with an improvised response*
- *composing to a song using three notes*

		<ul style="list-style-type: none"> - editing composition as necessary <u>Performance</u> - 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 		
Summer 1 From Out of the Ashes	Friendship Song <ul style="list-style-type: none"> - 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 	Friendship Song <ul style="list-style-type: none"> <u>Listen and Appraise</u> - 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 <u>Building Musical Knowledge</u> - listening to performed rhythms 	keyboard drums bass glockenspiel pulse rhythm pitch improvise compose perform audience melody dynamics tempo names of musical instruments (tuned and untuned) recorder	<ul style="list-style-type: none"> - these are some of the pieces of music children will listen to and appraise as part 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 <p>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</p>

	<p>dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)</p> <p>- show how learning from across Key Stage One can be used when performing a piece for a specific audience</p> <p>Revision:</p> <p>- <i>understand why we need to warm up our voices</i></p> <p>- <i>show control over both duration and pitch when playing to rhythms using a recorder</i></p>	<p>using voice or an instrument and performing back with accuracy</p> <p><u>Singing</u></p> <p>- using skills built to sing more complex songs, with more challenging rhythms and melodies</p> <p><u>Playing</u></p> <p>- playing a part on a tuned instrument as part of an ensemble</p> <p><u>Improvisation</u></p> <p>- listening to a 'call' played on a tuned instrument, and respond with an improvised set of notes</p> <p><u>Composition</u></p> <p>- composing to a song using five notes</p> <p>- editing composition as necessary</p> <p><u>Performance</u></p> <p>- adding own ideas to a performance for a specific audience</p> <p>- recording and appraising own performances</p> <p><u>Recorders</u></p>	<p>posture</p> <p>notes</p> <p>blow</p> <p>control</p> <p>(quaver)</p> <p>(crotchet)</p> <p>(minim)</p> <p>(dotted minim)</p> <p>(semibreve)</p>	<p>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?</p> <p>- 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?</p> <p>- 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!</p> <p>- 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!</p>
--	--	--	--	--

		<ul style="list-style-type: none"> - 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 <p>Revision:</p> <ul style="list-style-type: none"> - <i>discussing how songs are used to describe an idea or tell a story</i> - <i>copying vocal rhythms that are sung to them</i> - <i>playing a tuned instrumental part that matches their level of musical challenge</i> - <i>listening to a sung 'call', and respond with an improvised set of notes</i> - <i>introducing the note D and including in pieces to be played</i> 		
Summer 2	Reflect, Rewind and Replay	<p>Reflect, Rewind and Replay</p> <p><u>Listen and Appraise</u></p>	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:

<p>Lost at Sea</p>	<ul style="list-style-type: none"> - 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) <p>Revision:</p> <ul style="list-style-type: none"> - <i>understand why we need to warm up our voices</i> - <i>show how learning from across Key Stage One can be used when performing a</i> 	<ul style="list-style-type: none"> - 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 <p><u>Building Musical Knowledge</u></p> <ul style="list-style-type: none"> - revising and revisiting knowledge and understanding from across the Key Stage <p><u>Singing</u></p> <ul style="list-style-type: none"> - using skills built to sing more complex songs, with more challenging rhythms and melodies <p><u>Playing</u></p> <ul style="list-style-type: none"> - playing a part on a tuned instrument as part of an ensemble, following clear instructions from a leader <p><u>Improvisation</u></p> <ul style="list-style-type: none"> - add improvisations to performances 		<ul style="list-style-type: none"> • 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 <p>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?</p> <ul style="list-style-type: none"> - 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
---------------------------	--	--	--	--

	<p><i>piece for a specific audience</i></p>	<p><u>Composition</u></p> <ul style="list-style-type: none">- composing to a song using three notes- adding own composed sections to a performance of a known song <p><u>Performance</u></p> <ul style="list-style-type: none">- adding own ideas to a performance for a specific audience- recording and appraising own performances <p><u>Recorders</u></p> <ul style="list-style-type: none">- 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 <p>Revision:</p> <ul style="list-style-type: none">- <i>listening to performed rhythms</i>		<p>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!</p>
--	---	--	--	---

		<p><i>using voice or an instrument and performing back with accuracy</i></p> <ul style="list-style-type: none"><i>- playing a part on a tuned instrument as part of an ensemble</i><i>- listening to a 'call' played on a tuned instrument, and respond with an improvised set of notes</i><i>- composing to a song using five notes</i><i>- introducing the note F and including in pieces to be played</i>		
--	--	---	--	--