**Year 2 Music Curriculum – Autumn Term**

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| **Theme: Pulse** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| * 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. | | | **Keyword** | Definition | **Paired quavers** | Two half beat notes joined together, equivalent in length to one crotchet | | | **PSHE** –  **History –**  **English** –  **Science –** |
| **Crotchet** | One beat/count | **Pulse** | the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music | | |
| **Genre** | How music can be classified depending on its various distinctive elements | **Rest** | Rests can be put in place of a note, signaling a pause | | |
| **Internalising words** | To hear the words in their heads without saying them out loud | **Round** | a phrase/song with each group starting at staggered times | | |
| **Ostinato** | A repeated musical phrase or rhythm | **Tempo** | the speed at which a piece of music is played | | |
| **Rhythm** | The pattern of sounds played through time, formed by a series of notes |  |  | | |
| **Prior Learning:**  Pulse- Year 1 | | | | | **Future Learning:**  Pulse – Year 3 | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Chant / play with a good sense of pulse and perform using graphic notation | | * In this lesson, children will practise clapping and saying rhythms whilst listening for and feeling the sense of pulse running through rhythms. | | | | | * Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. | | |
| 1. Chant / play with a good sense of pulse and respond to visual and aural cues. | | * In this lesson, children will learn about using a rest in a rhythm. They will share and discuss methods they use to help them learn and perfect rhythms. | | | | | * Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. * Understand that the speed of the beat can change, creating a faster or slower pace (tempo). * Identify the beat groupings in familiar music that they sing regularly and listen to. * 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 | | |
| 1. Read stick notation to represent crotchets, paired quavers and crotchet rests | | * In this lesson, children will learn how to move from using words for rhythm to notating crotchets and paired quavers using stick notation. | | | | | * Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. * Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. | | |
| 1. Compose my own piece using stick notation for crotchets, paired quavers and crotchet rests | | * In this lesson, children will create a simple 4 bar rhythm in small groups to create a short piece which has a maintained pulse. | | | | | * Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others * Use graphic symbols, dot notation and stick notation to keep a record of composed pieces. * Create and perform my own chanted rhythm patterns with the same stick notation. | | |
| 1. Perform my composition as part of a group in time to the pulse | | * In this lesson, children will rehearse and perform their piece from lesson 4 in small groups, to an audience. | | | | | * Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others * Use graphic symbols, dot notation and stick notation to keep a record of composed pieces. * Create and perform my own chanted rhythm patterns with the same stick notation. | | |
| 1. Comment on my own and other people’s performances using Yr 2 vocabulary learnt | | * In this lesson, children will watch their performances. They will give and receive feedback about their compositions. | | | | | * Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. | | |
| **Themes and links** | | | | | | | | | |
| **Music themes** | **Where these are covered:** | | | | | | | **Links across the Music curriculum** | |
| **Pitch** |  | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the World | | **1** | Pulse | | **3** | Pulse | | **4** | Pulse | | **5** | Pulse | | **6** | Pulse | | |
| **Dynamics** |  | | | | | | |
| **Tempo** | * Lessons 1, 2, 3, 4, 5 and 6 | | | | | | |
| **Composition** | * Lessons 2, 4, 5 and 6 | | | | | | |