**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.
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| 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
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| 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.
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| 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.
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| 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.
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| 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.
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| **Themes and links** |
| **Music themes** | **Where these are covered:** | **Links across the Music curriculum** |
| **Pitch** |  |

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| **EYFS** | Understanding the World |
| **1** | Pulse |
| **3** | Pulse |
| **4** | Pulse |
| **5** | Pulse |
| **6** | Pulse |

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| **Dynamics** |  |
| **Tempo** | * Lessons 1, 2, 3, 4, 5 and 6
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| **Composition** | * Lessons 2, 4, 5 and 6
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