**Year 2 Music Curriculum – Autumn Term**

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| **Theme: Voice** |
| **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  | **Pitch-match** | sing the same pitch as the leader | **PSHE** – **History –** **English** – **Science –**  |
| **A Capella** | singing without an instrumental accompaniment | **Pulse** | the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music |
| **Dynamics** | the volume of sound | **Tempo** | the speed at which a piece of music is played |
| **Melody** | the tune | **Pitch** | how high or low a note is |
| **Graphic score** | representation of music without using common notation |  |  |
| **Prior Learning:**Voice- Year 1 | **Future Learning:**Voice- Year 3 |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. Sing with accuracy and follow performance instructions (including starting and stopping).
 | * In this lesson, children will learn the importance of vocal warm-ups prior to singing sessions. They will learn these songs: Ebeneezer Sneezer and Rabbits. Pitch-matching and identifying the shape of the pitch in the melody will be the focus. They will create their own version of the ‘Rabbit’ song.
 | * Sing songs regularly with a pitch range of do-so with increasing vocal control
* Sing songs with a small pitch range, pitching accurately
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| 1. Sing with accuracy and follow performance instructions (including starting, stopping and using dynamics).
 | * In this lesson, children will recap singing ‘Rabbits’ and then learn the new song ‘Here comes a bluebird’. They will focus on following performance instructions: when to start/ stop singing, tempo and dynamics as well as pitch matching. They will be asked to identify the shape of the melody through the pitch and use gestures to demonstrate this.
 | * Sing songs regularly with a pitch range of do-so with increasing vocal control
* Sing songs with a small pitch range, pitching accurately
* Know the meaning of dynamics and tempo and demonstrate these when singing by responding to the leader's directions
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| 1. Sing with accuracy and follow performance instructions and recognise and demonstrate a link between pitch and shape using graphic notation.
 | * In this lesson, children will sing these songs: Here comes a bluebird, Ebeneezer Sneezer and The ants go Marching In. They will focus on pitch-matching, following instructions from the leader to know when to sing, when they are split into groups and the dynamics they are to use. They will also create a graphics score in groups, to show the shape of the melody of a song.
 | * Sing songs regularly with a pitch range of do-so with increasing vocal control.
* Sing songs with a small pitch range, pitching accurately.
* Know the meaning of dynamics and tempo and demonstrate these when singing by responding to the leader's directions.
* Walk in time to the beat of a piece of music or song.
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| 1. Sing with accuracy and follow performance instructions (including starting, stopping, dynamics and tempo).
 | * In this lesson, children will sing the following song: Rabbits, The ants go marching and Alice the camel. They will develop their pitch-matching skills and following and using performance instructions. They will have the opportunity to lead the class to develop their skills. Actions will be learnt for Alice the camel.
 | * Sing songs regularly with a pitch range of do-so with increasing vocal control
* Sing songs with a small pitch range, pitching accurately
* 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
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| 1. Sing with accuracy and follow performance instructions. I can recognise and demonstrate a link between pitch and shape using graphic notation.
 | * In this lesson, children will revise and practise songs learnt during this unit of work. They will focus on pitch-matching following and using performance instructions and internalising words. As a class, they will prepare their own version of ‘Rabbits’ for a performance to an audience. They will choose and prepare another song for the performance. They will perform their songs and watch a recording. They will evaluate their performance and use this feedback to improve their performance.
 | * Sing songs regularly with a pitch range of do-so with increasing vocal control
* Sing songs with a small pitch range, pitching accurately
* 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 othersKnow the meaning of dynamics and tempo and demonstrate these when singing by responding to the leader's directions.* Sing short phrases independently within a singing game or short song
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| 1. Sing with accuracy and follow performance instructions (including starting, stopping, dynamics and tempo). I understand how to be a good performer.
 | * In this lesson, the children will perform the two songs they have prepared for performance to an audience of parent/other classes. They will watch a recording of the performance and evaluate.
 | * Sing songs regularly with a pitch range of do-so with increasing vocal control
* Sing songs with a small pitch range, pitching accurately
* 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.
* Know the meaning of dynamics and tempo and demonstrate these when singing by responding to the leader's directions
* Sing short phrases independently within a singing game or short song
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| **Themes and links** |
| **Music themes** | **Where these are covered:** | **Links across the Music curriculum** |
| **Pitch** | * Lessons 1-6
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| **EYFS** | Understanding the World |
| **1** | Voice |
| **3** | Voice |
| **4** | Voice |
| **5** | Voice |
| **6** | Voice |

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| **Dynamics** | * Lessons 2-6
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| **Tempo** | * Lessons 2-6
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| **Composition** | * Lessons 1 and 3
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