**Year 2 Music Curriculum –Spring Term**

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| **Theme: Rhythm** | | | | | | | | | |
| **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 | **Pulse** | the regular ‘heartbeat’ of a piece, holding the core timing together. This is also known as  the beat | | | **PSHE** –  **History –**  **English** –  **Science –** |
| **Crotchet** | a 1 beat note | **Rhythm** | a pattern of sounds played through time, formed by a series of notes | | |
| **Lyrics** | the words to a song | **Stick notation** | a method of recording rhythm | | |
| **Ostinato** | a repeated musical phrase or rhythm | **Tempo** | the speed at which a piece of music is played | | |
| **Paired quavers** | 2 half beat notes, which together make 1 beat | **Timbre** | the quality of sound that makes one voice or instrument differ from another. | | |
| **Prior Learning:**  Rhythm- Year 1 | | | | | **Future Learning:**  Rhythm- Year 3 | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Recognise and perform rhythmic patterns in songs. | | * Children will listen to music from Michael Flatley’s ‘Riverdance’ and a march composed by Franz Schubert. The different styles will act as discussion points to explore pulse and rhythm. Further activities will include singing and exploring the lyrics and rhythms of nursery rhymes. | | | | | * Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. * Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. | | |
| 1. Perform parts of a song with a good sense of pulse and rhythm | | * Children will listen to some of Evelyn Glennie’s performances observing her musical skill and accuracy and the variety of rhythms she uses when playing tuned percussion. Children will have opportunities to use musical vocabulary such as pulse and timbre when exploring rhythms from nursery rhymes. | | | | | * Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. * Sing songs with a small pitch range, pitching accurately. * Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. | | |
| 1. Perform parts of a song with a good sense of pulse and rhythm | | * Children will explore ostinato patterns in nursery rhymes using body percussion. They will also practice keeping their rhythmic line consistent whilst performing with others in small groups. | | | | | * Sing songs with a small pitch range, pitching accurately. * Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. | | |
| 1. Use stick notation to record a rhythm and to help me perform it. | | * Children will listen to music performed by the RAF Lossiemouth Pipe Bind and respond physically by marching to the pulse. They will build on prior learning by choosing lines from nursery rhymes and using these lyrics to write their own rhythms in small groups following stick notation. | | | | | * 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. * Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. * Create rhythms using word phrases as a starting point * Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. | | |
| 1. Perform in a group, playing rhythms accurately with a steady pulse. | | * Children will listen to Stop The Cavalry by Jona Lewie, recognising it is in 2/4 time and respond by marching to the pulse. They will use their notation from the previous lesson to create a class composition with each group performing their ostinato pattern in turn. | | | | | * 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 * Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. | | |
| 1. Comment on my own and other people’s performances using Year 2 vocabulary learnt | | * Children will practice their group ostinato pattern to improve accuracy and playing in time. The whole class will then perform their composition to an audience and afterwards, engage in discussion about what went well and ways they could improve a future performance. | | | | | * 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 * Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. | | |
| **Themes and links** | | | | | | | | | |
| **Music themes** | **Where these are covered:** | | | | | | | **Links across the Music curriculum** | |
| **Pitch** | * Lessons 2 and 3 | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the World | | **1** | Rhythm | | **3** | Rhythm | | **4** | Rhythm | | **5** | Rhythm | | **6** | Rhythm | | |
| **Dynamics** |  | | | | | | |
| **Tempo** | * Lessons 1-6 | | | | | | |
| **Composition** | * Lessons 4, 5 and 6 | | | | | | |