**Year 2 Music Curriculum –Spring Term**

|  |
| --- |
| **Theme: Pitch** |
| **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 pitches as the leader | **PSHE** – **History –** **English** – **Science –**  |
| **Conductor** | the person directing a musical performance | **Pulse** | the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music. This is also known as the beat. |
| **Crescendo** | Italian for “growing louder” with volume | **Rhythm** | the pattern of syllables or sounds played through time |
| **Diminuendo (decrescendo)** | Italian for “diminishing”, meaning to “grow softer” with volume | **Score** | a written form of a musical composition showing all the instrumental/ vocal parts |
| **Dynamics** | How loudly or softly to play a part or piece of music | **Tempo** | the speed at which a piece of music is played |
| **Graphic notation** | using non standard symbols to represent written music | **Volume** | how loud or quiet a sound is. |
| **Pitch** | how high or low a note is |  |  |
| **Prior Learning:**Pitch- Year 1 | **Future Learning:**Pitch- Year 3 |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. Demonstrate awareness of a link between shape, pitch and rhythm using graphic notation.
 | * Children will spend time thinking about pitch and how to respond to shapes and graphics. They will use their voices to respond to the images and try to understand the difference between volume and pitch
 | * Use graphic symbols to keep a record of composed pieces.
 |
| 1. Demonstrate increased understanding of basic musical features such as volume, pitch and dynamics
 | * Children will build on prior learning by creating their own compositions based on 3 pitches. The pieces will include aspects of rhythm, but the main focus will be on finding and singing pitches back accurately and with consistency.
 | * Use graphic symbols, dot notation and stick notation to keep a record of composed pieces.
* Know the meaning of dynamics and tempo and demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)
 |
| 1. Demonstrate awareness of a link between shape, pitch and rhythm using graphic notation.
 | * Children will extend prior learning by composing a short piece of pitched music to be sung / played with a partner. After practicing to improve accuracy and consistency, they will perform to the class at the end of the lesson.
 | * Use graphic symbols, dot notation and stick notation to keep a record of composed pieces.
* Respond independently to pitch changes heard in short melodic phrases, indicating with actions.
 |
| 1. Use graphic notation to show pitch, rhythm and volume and perform from the score
 | * Children will once again be working with a partner to produce a short piece, this time to include contrasting dynamics.
 | * Recognise dot notation and match it to 3-note tunes played on tuned percussion.
 |
| 1. Understand how to use musical features such as rhythm, pitch and volume and can demonstrate them in performance
 | * Children will practice their compositions from the previous lesson and then perform and record them on a video camera.
 | * Respond independently to pitch changes heard in short melodic phrases, indicating with actions.
* Create music in response to a non-musical stimulus
* Use stick notation to keep a record of composed pieces
* Create rhythms using word patterns as a starting point
 |
| 1. Comment on my own and other’s performances using Yr 2 vocabulary learnt
 | * Children will watch their performances from the previous lesson and give feedback and suggestions as to how they, and others, could improve their performances
 | * Sing short phrases independently within a singing game or short song.
 |
| **Themes and links** |
| **Music themes** | **Where these are covered:** | **Links across the Music curriculum** |
| **Pitch** | * Lessons 1-5
 |

|  |  |
| --- | --- |
| **EYFS** | Understanding the World |
| **1** | Pitch |
| **3** | Pitch |
| **4** | Pitch |
| **5** | Pitch |
| **6** | Pitch |

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