**Year 2 Music Curriculum – Summer Term 2**

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| **Theme: 20th Century Music** | | | | | | | | | |
| **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 | **Lyrics** | the words to a song | | | **PSHE** –  **History –**  **English** –  **Science –** |
| **Bar** | a segment of time corresponding to a specific number of beats | **Melody** | notes that are played one after the other to make a tune (a melody) | | |
| **Bridge** | a contrasting section of music, often used in the middle between the verse and chorus | **Ostinato** | a continually repeated musical phrase or rhythm | | |
| **Chaal rhythm** | a rhythmic pattern found in Bhangra music | **Pitch** | how high or low a note is | | |
| **Dhol** | a large, barrel-shaped, double-headed wooden drum, often used in South Asia | **Rhythm** | the pattern of sounds played through time, formed by a series of notes | | |
| **Dynamics** | how loudly or softly to play a piece of music | **Tempo** | the speed at which a piece of music is played | | |
| **Genre** | a style, or particular type of music | **Texture** | how the melody, rhythms, and harmony are combined, determining the overall quality of the sound in a piece of music | | |
| **Graphic score** | using non-standard symbols to represent written music | **Timbre** | The quality or ‘colour’ of sound that makes one voice or instrument different from another. | | |
| **Verse and Chorus** | Music composed in alternating sections Verse/Chorus/Verse/Chorus/ where the verse will change words but the chorus will stay the same | **Tumbi** | an instrument with a single string, which is plucked. Often used in Bhangra music | | |
| **Prior Learning:**  20th Century Music- Year 1 | | | | | **Future Learning:**  20th Century Music- Year 3 | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Identify and perform features of Film Music | | * Features of Film music. * Understand what defines a scary sound. | | | | | * 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). * Sing songs regularly with a pitch range of do-so with increasing vocal control. * Create music in response to a non-musical stimulus | | |
| 1. Identify and perform features of Beatles’ music. | | * Features of music by The Beatles. * Understand the process of rewriting lyrics to a familiar tune (chorus of Yellow Submarine). | | | | | * 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) * Sing songs regularly with a pitch range of do-so with increasing vocal control. * Sing songs with a small pitch range, pitching accurately. | | |
| 1. Identify and perform features of Modern Bhangra music. | | * Features of Modern Bhangra. * Understand what defines a traditional Chaal rhythm. * Understand that a variety of sounds can be made experimenting using drums. | | | | | * Use graphic symbols, dot notation and stick notation to keep a record of composed pieces. | | |
| 1. Create a piece of music using features of different genres. | | * Creating compositions can be made in response to and featuring elements of the key features of Film, The Beatles and Modern Bhangra. * Compositions must be planned and rehearsed in advance. | | | | | * Use graphic symbols, dot notation and stick notation to keep a record of composed pieces. * Sing songs regularly with a pitch range of do-so with increasing vocal control. | | |
| 1. Create and practise a piece of music using features of different genres. | | * Rehearsing performances provide the creative opportunities to improve compositions. | | | | | * Use graphic symbols, dot notation and stick notation to keep a record of composed pieces. * Sing songs regularly with a pitch range of do-so with increasing vocal control. | | |
| 1. Comment on my own and other people’s performances | | * Compositions are performed to audiences. * Authentic feedback provides a helpful response to musical performance. | | | | | * Peer-assess and self-assess the compositions using success criteria. * Feedback findings in a group setting. | | |
| **Themes and links** | | | | | | | | | |
| **Music themes** | **Where these are covered:** | | | | | | | **Links across the Music curriculum** | |
| **Pitch** | * Lessons 1, 2, 4 and 5 | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the World | | **1** | 20th Century Music | | **3** | 20th Century Music | | **4** | 20th Century Music | | **5** | 20th Century Music | | **6** | 20th Century Music | | |
| **Dynamics** | * Lessons 1 and 2 | | | | | | |
| **Tempo** | * Lessons 1 and 2 | | | | | | |
| **Composition** | * Lessons 4, 5 and 6 | | | | | | |