

Beaconsfield Primary School Curriculum Overview

Subject: Music	Year Group: 2
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Our weekly Music lessons are taught by a specialist Music teacher.

The music curriculum is supplemented with weekly singing assemblies (EYFS, KS1 & KS2) and lunchtime choirs (KS1 & KS2).

Autumn 1	Autumn 2	Spring 1
Unit: Food and Drink Key Skills: All children will: <ul style="list-style-type: none"> Use actions, body percussion, tuned or un-tuned percussion to the pulse of a song. Demonstrate an understanding of the 'rhythm pattern of the words' by speaking, clapping and/or playing along to a song. Demonstrate an understanding of the new term 'dynamics' by responding either loudly or softly depending on the dynamics of the teacher's call. Most children will: <ul style="list-style-type: none"> Take turns at solo lines in a call and response song, singing with increasing confidence and tuning. Work out and physically represent high and low pitches by standing or kneeling as part of a 'human score' - noticing that these are 'so' and 'mi'. 	Unit: Glockenspiel 1 Key Skills: All children will: <ul style="list-style-type: none"> Learn the rhythm names 'ta' and 'ti-ti' (crotchet and quaver) and begin to recognise the basic stick notation for these. Learn the key glockenspiel ensemble skills - turn taking, stopping and starting, following the leader's signals. Most children will: <ul style="list-style-type: none"> Gain an understanding of the higher pitch 'la' and be able to demonstrate this by singing and signing it using the singing names (solfa). Accurately play a 'so' an 'mi' song in the key of C on the glockenspiel through call and response. Some children will: <ul style="list-style-type: none"> Identify mistakes in rhythm in a 'human score' using 'ta' and 'ti-ti' correctly. Accurately play a 'la so and mi' song in 	Unit: Making Music 1 All children will: <ul style="list-style-type: none"> As part of a group, sing a one note (do) ostinato part while the rest of the class sing the melody. Sing songs and say rhymes featuring 2/4, 3/4 and 6/8 metre (subconsciously) Learn the new singing name 'do' and understand it as a lower pitch. Most children will: <ul style="list-style-type: none"> Learn to recognise a 'sh' (rest) in a rhythm pattern. Be able to transcribe and/or read ta and ti-ti rhythms from a song, using heartbeats on the board and props. Some children will: <ul style="list-style-type: none"> Successfully play one of two parts at the correct moment within a song as a solo, using glockenspiel (mi do) and/or untuned percussion. Develop an understanding of the difference between the terms 'rhythm

<p>Some children will:</p> <ul style="list-style-type: none"> • Successfully sing a more complex solo line in a call and response song using 'do', 'low la' and 'low so' (subconsciously), maintaining a steady tempo. 	<p>the key of C on the glockenspiel through call and response.</p>	<p>and names' and 'singing names'.</p>
<p style="text-align: center;">Spring 2</p>	<p style="text-align: center;">Summer 1</p>	<p style="text-align: center;">Summer 2</p>
<p>Unit: Music for Folk Dancing</p>	<p>Unit: See and Hear</p>	<p>Unit: Playing Together 1</p>
<p>Key Skills:</p> <p>All children will:</p> <ul style="list-style-type: none"> • Sing songs and learn about maypole dancing (Trad, English), Hula songs (Hawaiian), Nagashi folk dancing and folk songs from Japan, and clog dancing and Dutch folk music. • Play the pulse with increasing accuracy along to recorded music. <p>Most children will:</p> <ul style="list-style-type: none"> • Sing a traditional Japanese song in a minor key (la so mi) with accuracy as part of a pair in the centre. <p>Some children will:</p> <ul style="list-style-type: none"> • Accurately sing longer songs with more complex actions and pitches (full diatonic scale). • Contribute to devising a simple ta/ti-ti/sh (crotchet, quaver, rest) rhythm accompaniment as a class, to a recorded traditional flute melody. 	<p>Key Skills:</p> <p>All children will:</p> <ul style="list-style-type: none"> • Grow in confidence at reading, saying and playing four-beat rhythm flashcards containing ta-ti ti and sh (crotchet, quaver, rest) rhythms. • Respond to live music through movement and discussion, with increasing confidence. • Sing a song in 6/8 metre with partner actions which follow both pulse and the rhythm alternately, with increasing accuracy and coordination. <p>Most children will:</p> <ul style="list-style-type: none"> • Successfully create rhythmic patterns that mimic the sounds of daily routines and create sounds to represent a picture, using body percussion, un-tuned percussion and voice. <p>Some children will:</p> <ul style="list-style-type: none"> • Play a mi so la melody as a solo, having learnt it through singing names, hand signs and the tone-set on the board. 	<p>Key Skills:</p> <p>All children will:</p> <ul style="list-style-type: none"> • Accurately follow the leader when using the rhythm and pulse sign, switching between tapping the two throughout the song. • Play either glockenspiel (do in key of D) or drums on the pulse, or the rhythm on percussion instruments along to a .do mi so' known-song with confidence. <p>Most children will:</p> <ul style="list-style-type: none"> • Read a ta and ti-ti (crotchet and quaver) rhythm from the board and work out what song it is from reading only the rhythm. <p>Some children will:</p> <ul style="list-style-type: none"> • Sing a solo as part of a 'la-so mi' in 6/8 metre with increasing confidence. • Read rhythm solfa (rhythm and singing names together) and recognise a song from this.

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| | <ul style="list-style-type: none">• Use language to discuss instrumentation, tempo and dynamics featured in sound clips, with increasingly more detailed descriptions. | |
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