Year 2 Music Curriculum Overview

Musicianship (Rhythm, Pulse & Pitch) & Composing

Key Vocabulary

Improvising

Question and Answer Phrases

Untuned percussion

Tuned percussion

Pulse

Rhythm

Crotchets

Quavers

Crotchets Rest

Phrases

Pupils are offered opportunities to explore and invent rhythmic patterns playfully and creatively. The focus can remain simple by primarily using crotchets, quavers and crotchet rests. Pupils are given the chance to see the teacher write out the short rhythmic compositions composed in class. Pupils can then copy and perform these rhythmic compositions collaboratively.

Only three pitches need to be incorporated as part of simple compositions / improvisations (C, D & E). Rhythms composed can progress from body percussion and untuned percussion, on to the piano or tuned percussion.

Pupils create a vocal and rhythmical chant for Boudicca and perform this incorporating untuned percussion to build the sense of energy and spectacle. This is performed to families

Pupils learn about instruments in the orchestra and receive two workshops from a pianist to develop an appreciation of the piano as an ‘orchestra’ in itself, and to support their growing understanding of notation.

Singing

Key Vocabulary:

Pitch

Dynamics (loud/quiet)

Tempo

Crescendo

Decrescendo

Pause

Teachers lead pupils in call and response warm-ups and songs with clear ‘I sing’ (hands on chest) and ‘you sing’ (hands open to your pupils) gestures to help build the confidence of pupils in their own voice. Increasingly the children should take more leadership.

Whilst the focus on other singing repertoire should remain in unison, there should be a developing understanding of storytelling and performance by thinking about word painting, dynamics and tempo.

Children have the opportunity to sing in Italian.

There are at least three performance opportunities a year for pupils in Year 2.

Music Appreciation

Edvard Grieg - *Schmetterling*, Op. 43/1 /

Chopin - Etude for piano No. 21 in G flat major, Op. 25/9, C. 34

Robert Schumann - *Papillons***,** Op. 2

Ruth Morris Gray - “Caterpillar”

Bartok - "From the Diary of a Fly"

Tchaikovsky - Waltz of the Snowflakes

‘Roll the Old Chariot Along’

Louis Armstrong - What a wonderful world

Benjamin Britten - Peter Grimes

Aloha’ ‘Oe (Hawaiian)

Din Don Dan (Jingle Bells)

John Luther Adams - Become Ocean and Become Desert

Amy Beach - By the Still Waters

Ravel: Jeux d’eau

Debussy: Jardins sous la pluie

Children experience their first encounter with opera in Year 2. The natural world also plays a prominent role in the way music has been selected for the curriculum. Through this, we build on and develop recognition of instruments of the orchestra introduced in Year 1. We also begin to explore piano music. Pupils are encouraged to think about music in relation to creating characters and the role of the composer as a storyteller. Music is used as a tool to inspire their imagination which will be explored through movement, art, drama and writing activities.