**Year 2 Music Curriculum –Summer Term**

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| **Theme: Technology, structure and form** | | | | | | | | | |
| **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** | how high or low a note is | | | **PSHE** –  **History –**  **English** –  **Science –** |
| **Audio recording** | make a recording of sound | **Pulse** | the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music | | |
| **Bar** | A segment of time corresponding to a specific number of beats marked in the music by vertical  ‘bar lines’ to group them together | **Rhythm** | A pattern of sounds played through time, formed by a series of notes | | |
| **Call and response** | Two distinct phrases, where the second phrase is heard as a direct response to the first. | **Tempo** | the speed at which a piece of music is played | | |
| **Dynamics** | the volume of sound | **Texture** | how the melody, rhythms and harmony are combined, determining the overall quality of the sound in a piece of music | | |
| **Music technology** | Using an electronic device or equipment to make music | **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 | | |
| **Prior Learning:**  Technology, structure and form- Year 1 | | | | | **Future Learning:**  Technology, structure and form- Year 3 | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Listen to, and make observations about, a variety of live and recorded music | | * Children will listen to a large range of songs, offering their opinions on them (their preferences, instruments identified etc). Chn will also learn how to micro clap / tap their thighs to the verses and choruses of songs before having to independently make decisions to signal which part of a song they think they can hear (either the verse or chorus). | | | | | * Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. | | |
| 1. Experiment changing and combining sounds through technology | | * Children will learn how to use a piece of free browser-based software called Incredibox. Following a video tutorial, chn will then use this software to create short pieces which include a clear verse (thinner texture) and chorus (thicker texture). | | | | | * Use music technology to capture, change and combine sounds. | | |
| 1. Experiment changing and combining sounds through technology | | * Children will continue using Incredibox to create simple sections but will be learning and utilising how to accurately count beats and bars of music to ensure the sections are consistent lengths. | | | | | * Identify the beat groupings in familiar music that they sing regularly and listen to. | | |
| 1. Create and perform simple rhythms following a given structure | | * Children will use Incredibox in combination with a new piece of software called Launchpad. They will compose some simple rhythms to be performed using Launchpad over some loops they have selected in Incredibox. | | | | | * Create and perform my own chanted rhythm patterns with the same stick notation. | | |
| 1. Create and perform simple rhythms following a given structure | | * Children will create class body percussion compositions and explore counting the beats and bars when performing different A and B sections. | | | | | * Create and perform my own chanted rhythm patterns with the same stick notation. * Identify the beat groupings in familiar music that they sing regularly and listen to. | | |
| 1. Comment on my own and other people’s performances using Yr 2 vocabulary learnt. | | * Children will work in small groups to compose their own A and B body percussion rhythms, before rehearsing, performing and carrying out self-assessment on their performances. | | | | | * Identify the beat groupings in familiar music that they sing regularly and listen to. | | |
| **Themes and links** | | | | | | | | | |
| **Music themes** | **Where these are covered:** | | | | | | | **Links across the Music curriculum** | |
| **Pitch** |  | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the World | | **1** | Technology, structure and form | | **3** | Technology, structure and form | | **4** | Technology, structure and form | | **5** | Technology, structure and form | | **6** | Technology, structure and form | | |
| **Dynamics** |  | | | | | | |
| **Tempo** | * Lesson 1 | | | | | | |
| **Composition** | * Lessons 2-6 | | | | | | |