








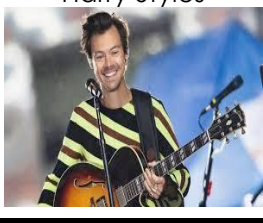





Music
Year 2









Unit	Questions and Answers	Let's keep Singing	Sound and Symbol 1	Sound and Symbol 2	Around the World	The Power of Communication
National Curriculum	<p style="text-align: center;">Aims</p> <p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. <ul style="list-style-type: none"> Key stage 1 <ul style="list-style-type: none"> Pupils should be taught to: <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes <ul style="list-style-type: none"> 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. 					
Unit Link	Questions And Answers/Year 2/NEW: Creative Music Scheme/Home – Cornwall Music Hub	Let's Keep Singing/Year 2/NEW: Creative Music Scheme/Home – Cornwall Music Hub	Sound And Symbol 1/Year 2/NEW: Creative Music Scheme/Home – Cornwall Music Hub	Sound And Symbol 2/Year 2/NEW: Creative Music Scheme/Home – Cornwall Music Hub	Around The World/Year 2/NEW: Creative Music Scheme/Home – Cornwall Music Hub	The Power Of Communication/Year 2/NEW: Creative Music Scheme/Home – Cornwall Music Hub
Style	<p>Pop</p>  <p>Pop Music</p>	<p>Scottish Folk Song/ Festive Songs</p> 	<p>Classical/ Pop</p>  <p>Pop Music</p>	<p>Classical/ Pop/Blues</p> 	<p>Classical/ Pop/Blues</p> 	<p>Contemporary Pop</p> 

<p>Musician</p>	<p>Freddie Mercury</p> 	<p>Marti Pellow</p> 	<p>Kylie Minogue</p> 	<p>Harry Styles</p> 	<p>Benson Boon</p> 	<p>Sia</p> 
<p>Unit Outcome</p>	<p>Children will be able to:</p> <ol style="list-style-type: none"> 1. Understand what timbre means and identify classroom percussion instruments by listening. 2. Improvise musical questions and answering phrases using body percussion and percussion instruments. 	<p>Children will be able to:</p> <ol style="list-style-type: none"> 1. Enjoy learning to sing songs and start to understand the phrase "in tune with each other" 2. Demonstrate an understanding of dynamics and tempo following written or visual instructions 	<p>Children will be able to:</p> <ol style="list-style-type: none"> 1. Play three notes on a tuned instrument, understanding which is the lowest, middle and highest pitch. 2. Recognise the sound of different families of instruments and how each makes its sounds. 	<p>Children will be able to:</p> <ol style="list-style-type: none"> 1. Recognise and write music using dots (blobs), sticks and stave notation. 2. Understand and use gradations of dynamics, such as crescendo (getting louder), to add interest to a performance. 	<p>Children will be able to:</p> <ol style="list-style-type: none"> 1. Listen to music from around the world. 2. Explore tempo, understanding that music can be at different speeds 	<p>Children will be able to:</p> <ol style="list-style-type: none"> 1. Communicate the meaning of the song with our voices and sign language. 2. Sing short vocal phrases independently.
<p>Knowledge</p>	<p>Lesson 1 - I know 4 blobs represent semi-quavers are played very quickly (tiri-tiri). (Rhythm Focus)</p> <p>Lesson 2 - I know that timbre is the unique sound of each instrument or voice. (Charanga)</p> <p>Lesson 3 - I know how to create and</p>	<p>Lesson 1 - I know a minim is two beats long (ta-a). (Rhythm Focus)</p> <p>Lesson 2 - I know how singing, movement, and expression help tell a musical story. (Charanga)</p> <p>Lesson 3 - I know that rhythm, melody, and</p>	<p>Lesson 1 - I know paired quavers are joined and are equal to 1 beat (te-te). (Rhythm Focus)</p> <p>Lesson 2 - I know the names of orchestra and percussion instruments and how pitch and rhythm work in music. (Charanga)</p>	<p>Lesson 1 - I know when music notes change their order, I am reading music. (Rhythm Focus)</p> <p>Lesson 2 - I know about brass instruments and how dynamics and rhythm help shape music. (Charanga)</p> <p>Lesson 3 - I know about low brass</p>	<p>Lesson 1 - I know that there are 4 crotchet beats in a bar. (Rhythm Focus)</p> <p>Lesson 2 - I know that music from around the world uses different instruments, styles, and rhythms. (Charanga)</p> <p>Lesson 3 - I know that music uses</p>	<p>Lesson 1 - I know that 1 row on the rhythm grid is one bar of music. (Rhythm Focus)</p> <p>Lesson 2 - I know that music can show emotions through lyrics, voices, and actions. (Charanga)</p> <p>Lesson 3 - I know how to work with others and express</p>

	<p>respond to improvised rhythms. (Charanga)</p> <p>Lesson 4 - I know how to recognise musical structure, instruments, and different timbres. (Charanga)</p> <p>Lesson 5 - I know that C ('do') has its own line below the staff. (Rhythm and Pitch Focus)</p>	<p>movement help bring a song to life. (Charanga)</p> <p>Lesson 4 - I know the woodwind instruments and how pitch and rhythm work together. (Charanga)</p> <p>Lesson 5 - I know that music on a staff is read from left to right. (Rhythm and Pitch Focus)</p>	<p>Lesson 3 - I know that different instruments have different sounds. (Charanga)</p> <p>Lesson 4 - I know that pitch, rhythm, and notation help me understand and play music. (Charanga)</p> <p>Lesson 5 - I know a minor scale sounds more melancholic. (Rhythm and Pitch Focus)</p>	<p>instruments and how dynamics, tempo, and rhythm shape music. (Charanga)</p> <p>Lesson 4 - I know how to use feedback to improve performances and understand the difference between creating and performing music. (Charanga)</p> <p>Lesson 5 - I know the position of notes C, E, G and A on a two-line staff. (Rhythm and Pitch Focus)</p>	<p>different tempos, instruments, and rhythms. (Charanga)</p> <p>Lesson 4 - I know that music from around the world uses different instruments and styles. (Charanga)</p> <p>Lesson 5 - I know that caterpillar feet drawn on rhythm sticks can become notes for pitch. (Rhythm and Pitch Focus)</p>	<p>positive thoughts through music. (Charanga)</p> <p>Lesson 4 - I know that music and storytelling can express feelings and ideas. (Charanga)</p> <p>Lesson 5 - I know bar lines create bars and each bar has 4 beats. (Rhythm and Pitch Focus)</p>
Skills	<p>Lesson 1 - I can play crotchets, quavers and semi-quavers in 2, 4 time. (Rhythm Focus)</p> <p>Lesson 2 - I can identify instruments and voices by the sounds they make. (Charanga)</p> <p>Lesson 3 - I can improvise simple rhythmic question-and-answer patterns. (Charanga)</p>	<p>Lesson 1 - I can play crotchets, quavers, semi-quavers and minims in 2, 4 time. (Rhythm Focus)</p> <p>Lesson 2 - I can use my singing skills to perform confidently. (Charanga)</p> <p>Lesson 3 - I can sing and move with clear rhythm and expression. (Charanga)</p>	<p>Lesson 1 - I can play crotchets, quavers and semi-quavers in 3, 4 time. (Rhythm Focus)</p> <p>Lesson 2 - I can read and play simple glockenspiel pieces using the notes B and A. (Charanga)</p> <p>Lesson 3 - I can read and perform simple pieces using B and A. (Charanga)</p>	<p>Lesson 1 - I can play crotchets, quavers and semi-quavers in 3, 4 time in different sequences. (Rhythm Focus)</p> <p>Lesson 2 - I can play simple rhythms and melodies using B and A on the glockenspiel. (Charanga)</p> <p>Lesson 3 - I can play patterns and rhythms using B, A, and G with control</p>	<p>Lesson 1 - I can play rests, crotchets, quavers, minims and semi-quavers in 4, 4 time. (Rhythm Focus)</p> <p>Lesson 2 - I can sing and move in time with the beat. (Charanga)</p> <p>Lesson 3 - I can move, sing, and play in time with the beat. (Charanga)</p> <p>Lesson 4 - I can sing and play music with</p>	<p>Lesson 1 - I can play rests, crotchets, quavers, minims and semi-quavers in 4, 4 time in different sequences. (Rhythm Focus)</p> <p>Lesson 2 - I can sing, sign, and express feelings through music. (Charanga)</p> <p>Lesson 3 - I can share my ideas and perform with singing, signing, and puppets. (Charanga)</p>

	<p>Lesson 4 - I can perform "Hello" and "Hey Friends" with accurate, rhythmic, and expressive movements. (Charanga)</p> <p>Lesson 5 - I can read and play notes C, E, G and A (do, mi, so, la) in 2,4 time. (Rhythm and Pitch Focus)</p>	<p>Lesson 4 - I can sing and perform with accuracy and expression. (Charanga)</p> <p>Lesson 5 - I can read music on a 2 line staff. (Rhythm and Pitch Focus)</p>	<p>Lesson 4 - I can perform music using B, A, and G with good timing and expression. (Charanga)</p> <p>Lesson 5 - I can position crotchets, quavers and semi-quavers on a staff from a rhythm grid. (Rhythm and Pitch Focus)</p>	<p>and expression. (Charanga)</p> <p>Lesson 4 - I can rehearse and perform music with good timing, expression, and ensemble skills. (Charanga)</p> <p>Lesson 5 - I can read and play notes C, E, G and A (do, mi, so, la) in 3,4 time. (Rhythm and Pitch Focus)</p>	<p>good timing and expression. (Charanga)</p> <p>Lesson 5 - I can compose in C major using up to 4 notes – starting and ending on note C. (Rhythm and Pitch Focus)</p>	<p>Lesson 4 - I can rehearse and perform with confidence. (Charanga)</p> <p>Lesson 5 - I can compose in A minor using up to 4 notes – starting and ending on note A. (Rhythm and Pitch Focus)</p>
<p>Perform and Share</p>	<ul style="list-style-type: none"> • Consolidate singing, improvisation, and movement skills by rehearsing in groups. • Build confidence by encouraging creativity, coordination and expressive performances. 	<ul style="list-style-type: none"> • Children are able to perform songs confidently and expressively, maintaining pitch, beat, dynamics, and storytelling. • They reflect on their musical development, engage in self-assessment using recorded rehearsals, and take pride in their achievements during the final performance. 	<ul style="list-style-type: none"> * Perform the final pieces for the class or record for reflection. • Discuss achievements: "Which part was your favourite to play? How did you help your group sound balanced?" • Reflect on growth in note recognition, rhythm, timbre awareness, and ensemble skills. • Celebrate progress and encourage children 	<ul style="list-style-type: none"> * Perform the final songs and pieces for the class or record for reflection. *Celebrate progress and discuss the differences between creating music in Music Explorer and performing music from written notation. • Ask the children, "Which was your favourite piece to play and your favourite song to sing?" 	<ul style="list-style-type: none"> *Children perform "Hands, Feet, Heart" confidently, integrating instruments and expressive singing. *A world map links music to its origins. • Reflection encourages sharing favourites, challenges, and insights, consolidating global music awareness, ensemble skills, and aural understanding. 	<ul style="list-style-type: none"> * Children perform the complete project, combining singing, signing, puppets, and their class poem. • Reflection encourages discussion of favourite moments, challenges, and insights. • The week celebrates achievement, ensemble skills, expressive delivery, and understanding of communication

			to continue practising and exploring instruments.	<ul style="list-style-type: none"> • Try to record pieces and listen back to give feedback to the children. • Talk with the children about the bits that stood out most for them of all the activities they did, playing, composing and singing. 		through music and creative expression.
Vocabulary	<ul style="list-style-type: none"> • Beat/ Pulse • Timbre • Percussion Instrument • Untuned percussion • Structure • Call and Response: • Vocalise 	<ul style="list-style-type: none"> • Vocal Warm-Up • Steady Beat • Melody • Pitch • Posture • Articulation • Dynamics • Solo / Group 	<ul style="list-style-type: none"> • Pitch • Note • Rhythm • Dynamics • Timbre • Pulse • Melody • Tempo: • Ensemble • Improvisation 	<ul style="list-style-type: none"> • Melody • Dynamics • Tempo • Timbre • Pitch • Ensemble • Improvisation 	<ul style="list-style-type: none"> • Pitch • Tempo • Timbre • Beat / Pulse • Rhythm • Ensemble • Dynamics 	<ul style="list-style-type: none"> • Pulse • Rhythm • Pitch • Tempo • Dynamics • Timbre • Texture • Chords
Career Links	<p>Composer</p>  <p>Place: studio</p> <p>Qualities: imaginative, focused, patient.</p>	<p>Band Musician</p>  <p>Place: rehearsal room</p> <p>Qualities: team player, reliable, rhythmic</p>	<p>Music Tutor</p>  <p>Place: classrooms</p> <p>Qualities: kind, clear, encouraging</p>	<p>Choreographer</p>  <p>Place: studio</p> <p>Qualities: organised, creative, rhythmic</p>	<p>Sound Recorder</p>  <p>Place: studio</p> <p>Qualities: careful, quiet, attentive</p>	<p>Stage Crew</p>  <p>Place: theatre</p> <p>Qualities: calm, practical, safe</p>
<p>Year 2 Knowledge and Skills Progression</p>						

Singing	<ul style="list-style-type: none"> • Sing songs with a small pitch range accurately with increasing vocal control. • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing. <ul style="list-style-type: none"> • Understand good posture to support singing.
Playing Instruments	<ul style="list-style-type: none"> • Play untuned/tuned percussion and classroom instruments using notes G, A, and B.
Listening	<ul style="list-style-type: none"> • Recognise the sound of different families of instruments and how each makes a sound. Listen to music from around the world.
Creating	<ul style="list-style-type: none"> • Sing and play, using percussion instruments, simple, improvised question and answer phrases. <ul style="list-style-type: none"> • Create music in response to a non-musical stimulus. • Use graphic symbols and dot or stick notation to record composed pieces.
Music Technology	<ul style="list-style-type: none"> • Use the Rhythm Grids tool to create and read more complex rhythm patterns. <ul style="list-style-type: none"> • Use the Music Notepad tool to recognise and write music. • Use the Listen Out tools to explore music from around the world.
Musicianship or Performing and Notation	<ul style="list-style-type: none"> • Move in time to the beat. Understand and keep in time with changes of speed. <ul style="list-style-type: none"> • Begin to group beats in twos and threes. • Play and invent copycat rhythms. Create rhythms using word phrases. • Represent rhythms with notation including crotchets, quavers and crotchet rests. • Recognise dot notation and match to 3-note tunes played on tuned percussion. <ul style="list-style-type: none"> • Sing short phrases independently within a singing game.