

## Year 2 music Knowledge and Skills

Topics:	Fire Fighters (5)	Let's Go Engineering! (4)	Chocolate (5)	Superheroes! (5)	Suitcases and Sandcastles (4)	Go Wild! (5)	DT WEEK	Health Heroes (5)
Values	SERVICE Friendship	PERSEVERANCE Respect	GENEROSITY Thankfulness  JUSTICE Courage	JUSTICE Courage	COMPASSION Service	FORGIVENESS	TRUTHFULNESS Trust	TRUTHFULNESS Trust
	<p><b>Music express</b> <b>Ourselves x3</b> Exploring sounds: using voices to create feelings and moods. Explore, create and perform vocal sounds and notate pitch.</p> <p><b>Cross curricular links:</b> Children learn to sing 'London's burning' as a round. <a href="#">London's burning score</a> <a href="#">London's burning in 2 part round</a> <a href="#">London's burning 1666 version BBC</a></p>	<p><b>Music express</b> <b>number x3</b> Beat: explore steady beat patterns. Beats and patterns from around the world</p>	<p><b>Music express</b> <b>Weather x3</b> Exploring sounds: create descriptive sounds and word rhythms with raps and songs. Class composition using voices and instruments.</p> <p><b>Cross curricular links:</b> <a href="#">Aztec drum rhythms</a> <a href="#">Mexican hat dance music</a> <a href="#">Mexican hat dance tutorial</a></p>	<p><b>Music express</b> <b>Storytime x3</b> Exploring sounds: Using famous pieces to stimulate composition. Storyboards with sound effects.</p> <p><b>Cross curricular links:</b> Learn and perform '<a href="#">Something just like this</a>' by <a href="#">Coldplay</a></p>	<p><b>Music express</b> <b>Travel x3</b> Performing: Learn a Tanzanian travelling song, listen to music and improvise their own.</p> <p><b>Cross curricular links:</b> Ceilidh music and traditional dances e.g. <a href="#">Dashing white sergeants</a>, <a href="#">Canadian Barn dance</a></p>	<p><b>Music express</b> <b>Water x3</b> Pitch: exploring pitch shapes and using in a variety of musical arrangements</p> <p><b>Cross curricular links:</b> Dreamtime song and aboriginal music on the digiridoo <a href="#">Tiddlick the frog</a>. BBC resource <a href="#">Andy's animal raps</a></p>	<p><b>Music express</b> Toys Beat: keeping a steady beat with a 4 beat metre</p>	<p><b>Music express</b> Our bodies x3 Beat: respond to steady beat, play rhythm patterns on body</p>

### Music

#### Topic 1: Fire Fighters (5)

Assessment questions:

- Can you perform the song you have learnt? When does the song change pitch? (When is it high and when is it low?)
- What is the mood of the song?
- Why is the song 'London's burning' called a round? What happens when you perform the song?

KNOW	DO	UNDERSTAND
<p><b>NC Areas covered:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn to sing and to use their voices</li> <li>• Pupils use their voices expressively and creatively by singing songs and speaking rhymes</li> <li>• Pupils explore pitch, duration, and appropriate forms of notation</li> <li>• Pupils listen to, review, and evaluate music, including the works of the great composers</li> </ul>	<p><b>Music express: Ouselves (3)</b></p> <p>This unit will be taught in the first couple of weeks of term as a PSHE Ink and a 'getting to know you' activity. The children will explore what vocal sounds they can make –thinking about how the sounds show their feelings. They will look at how changes in pitch can show mood. They will learn the song 'If you're feeling blue' responding to the contrasting verses. They will listen to 'duet for two cats' looking at how the pitch changes and how the music conveys a conversation. The children will experiment with visual representations of pitch change (beginning to look at phrasing). The children will then learn the song 'John Kanaka and the ghosties', looking at the structure of call and response. They will perform the song in 3 groups: call, response and instrumental accompaniment.</p> <p><b>Cross curricular links:</b> Children learn to sing 'London's burning' as a round.  <a href="#">London's burning score</a>  <a href="#">London's burning in 2 part round</a>  <a href="#">London's burning 1666 version BBC</a></p> <p>There are also further resources on the BBC that can be used if required (Great fire of London is part 3, 4 and 5): <a href="#">BBC resources</a></p>	<p><i>In year 1, children will have played games and sung songs to explore pitch and know that they can change the pitch of their voice to make contrasting effects. In year 2, they are beginning to look at the structure of music and how this can be recorded graphically.</i></p> <p>The children will understand that:</p> <ul style="list-style-type: none"> <li>◦ Vocal sounds can be used to express feelings and moods</li> <li>◦ Music can be used to express things without the need for words (in this case, a conversation)</li> <li>◦ Pitch shape and duration can be shown using simple line graphics</li> <li>◦ Songs can have a structure known as 'call and response'</li> </ul> <p><b>Vocabulary:</b>  pitch  duration  structure  <b>call and response</b>  <b>notation (also, graphic notation)</b>  <b>round</b></p>
<p>Topic 2: Let's Go Engineering! (4)</p>		
<p>Assessment questions:</p> <ul style="list-style-type: none"> <li>• What is a beat? What is a rhythm?</li> <li>• Can you copy my rhythm?</li> <li>• Can you play the rhythm to my beat?</li> <li>• Challenge: Can you make up a rhythm that will go with my steady beat and repeat it (an ostinato)</li> </ul>		
KNOW	DO	UNDERSTAND

<p><b>NC Areas covered:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn to sing and play a musical instrument</li> <li>• Pupils listen to, review, and evaluate music from a range of styles and historical periods</li> <li>• Pupils explore structure, tempo, and duration</li> <li>• Pupils understand and explore how music is created</li> </ul>	<p><b>Music express: Number (3)</b></p> <p>The children will listen to to <i>Schiazarula marazula</i> and use body percussion to explore keeping to the steady beat. They will then listen to the rap ‘Wake! Shake!’ and see how the numbers in it are clapped at different speeds. This will help them understand that this is a rhythm. The children will then learn, and perform using movements ‘sing me one’. This song increases the number of notes to a beat in each verse and has a really steady beat, to secure understanding of rhythm. They will then explore these songs further, using instruments. They will listen to a piece called ‘Snowball waltz’ which has a steady beat throughout. They will hone their listening skills by listening for the snowballs which are irregular and often played on the 2, 3 or 4<sup>th</sup> beat. They will listen to <i>Boom shakalaka</i> and the teacher will lead the children with action patterns. The children will listen to find the 4/8 beat pattern and use the structure to use a sequence of movements to match the beat. When the children have secured their beat/ rhythm knowledge, they will revisit <i>Schiazarula marazula</i> and use it to explore different ostinatos which can be played along to the beat.</p>	<p><i>This follows on from Year 1 where children practised holding a steady beat, and using body percussion and instruments to play along to a steady beat. They also looked at how a beat could change if the tempo got faster/ slower. In year 2, this develops onto an understanding of how a beat and a rhythm are different things (children often confuse the two when clapping along or moving to music).</i></p> <p>The children will understand that:</p> <ul style="list-style-type: none"> <li>◦ there is a difference between a beat and a rhythm</li> <li>◦ you can make supple rhythms using movement, percussion and body percussion.</li> </ul> <p><b>Vocabulary:</b> beat/ pulse tempo <b>rhythm</b> <b>rhythm pattern</b> <b>ostinato</b></p>
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Topic 3: Chocolate (5)

Assessment questions:

- Can you remember the word patterns that you have learnt? Can you play one of the pattern on an instrument or say it repeatedly as a chant to make an ostinato?
- (using 3 children) Can you play/chant your rhythms together in time to the beat?

KNOW	DO	UNDERSTAND
<p><b>NC Areas covered:</b></p> <ul style="list-style-type: none"> <li>• Pupils use their voices expressively and creatively by singing a song and speaking a chant</li> <li>• Pupils listen to, review, and evaluate music across a range of styles, including the works of the great composers</li> <li>• Pupils create music on their own and with others</li> </ul>	<p><b>Music express: Weather (3)</b> The children will listen to the <i>Waiting for the bus</i> chant. They should be able to identify different word patterns (an ostinato) in each part. They will split into 3 groups, and use different instruments to explore each ostinato and perform them together. they will listen to <i>Winter</i> from Vivaldi’s <i>The Four Seasons</i> and look at how the music and musical instruments depict winter. They can make a link to the musical images created in <i>Waiting for the bus</i>. They will learn the song <i>It’s raining it’s pouring</i>, and pick out all of the word rhythms in the ukulele part. They will watch the <i>Rainy rap movie</i> which shows children performing a street dance routine and rap. They will go onto learn the rap to a backing track. They will then explore 3 different rainy patterns accompaniment. By the end, they should be able to perform the song, the rap and the word patterns together.</p>	<p><i>This follows on from the last topic where they explored the difference between the beat and rhythm. Now they will use their knowledge of the ostinato to perform more complicated raps and songs.</i></p> <p>The children will understand that:</p> <ul style="list-style-type: none"> <li>◦ they can perform different rhythms at the same time e.g. through chants/ playing instruments</li> <li>◦ that they can use combinations of different word patterns as an accompaniment</li> <li>◦ that music can be used to illustrate a story</li> </ul>

	<p>The final activity looks at Aesop's fable 'the wind and the sun'. children use a storyboard to plan out the use of beat, rhythm and sounds for each part of the story. They will then perform using instruments and can record their performance.</p> <p><b>Cross curricular links:</b> <a href="#">Aztec drum rhythms</a></p> <p>The children will use drums and body percussion to explore different rhythms inspired by 16-century poems and songs written in Nahuatl, the language spoken by Aztecs. They will look at the drum patterns that accompany many of the songs. Each drum pattern is written using four syllables, <i>To, Ko, Ti, and Ki</i>. (The activity uses notation, but the children are not expected to use it at this stage. They will just learn and repeat the rhythms like an ostinato) They will also listen to the Mexican hat dance music, identify the beat, the rhythm and the structure and will learn the dance. <a href="#">Mexican hat dance music</a>, <a href="#">Mexican hat dance tutorial</a></p>	<ul style="list-style-type: none"> <li>◦ orchestral music can depict images (and you need to be able to listen carefully to hear the different elements e.g. pitch, rhythm, beat, tempo)</li> </ul> <p><b>Vocabulary:</b>  beat/ pulse  tempo  rhythm  rhythm pattern  ostinato  pitch  <b>accompaniment</b>  <b>untuned percussion</b></p>
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Topic 4: Superheroes! (5)

Assessment questions:

- Can you talk about your superhero composition? Can you tell me how you changed pitch, tempo, timbre and dynamics? (Give prompts if unsure of technical vocabulary e.g, timbre = what sort of sounds did the instruments make?)
- Did you use a crescendo? Why? What was the effect?

KNOW	DO	UNDERSTAND
<p><b>NC Areas covered:</b></p> <ul style="list-style-type: none"> <li>• Pupils use their voices expressively and creatively by speaking chants</li> <li>• Pupils experiment with, create, select, and combine sounds</li> <li>• Pupils play tuned and untuned instruments musically</li> <li>• Pupils understand and explore how music is created, produced, and communicated</li> <li>• Pupils listen to, review, and evaluate music, including the works of the great composers</li> </ul>	<p><b>Music express: Storytime (3)</b> The children will play sound games to help them name and recognise instruments, as well as improve their listening skills. They will listen to an extract from Tchaikovsky's 'Nutcracker' and use pictures to help them understand what the music is trying to depict. They will then create their own ideas, using different instruments and sound makers to retell the story – focus on pitch, timbre of sounds, changes in dynamics (crescendo). They will record their performance. They will listen to 'spooky spinney' and explore what sort of sounds they might hear. They will play sound games to play around with these ideas. They will listen to 'The night on the bare mountain' by Mussorgsky and talk about what story it is telling and how the orchestra creates a scary mood. The final lesson can be adapted from the scheme to fit with superheroes. The children will put their ideas together for how sounds can match characters and objects from a story. They will discuss the effectiveness of the various ideas. Think about whether to play louder or quieter, faster or slower, or whether to select a different instrument or</p>	<p><i>In Year 1 the children explored the idea that music could be used to tell a story and know that the tempo and dynamics can be changed to make different musical effects.</i></p> <p>The children will understand that:</p> <ul style="list-style-type: none"> <li>◦ sounds can be combined to make musical effect (including vocal sounds)</li> <li>◦ music, dance and drama can combine in story telling</li> <li>◦ a sound picture can be used to record a composition</li> <li>◦ that you need to think about how you are standing/ sitting when performing to an audience and that you must follow a clear start and stop signal</li> </ul> <p><b>Vocabulary:</b>  beat/ pulse</p>

	<p>combination of instruments. They will then create a sound picture and rehearse each section in groups. They will listen and appraise each other's work before putting on a performance for another class.</p> <p><b>Cross curricular links:</b> Learn and perform <a href="#">'Something just like this' by Coldplay</a></p>	<p>rhythm ostinato duration dynamics timbre pitch tempo composition <b>crescendo</b></p>
<p><b>Topic 5: Suitcases and Sandcastles (4)</b></p> <p>Assessment questions:</p> <ul style="list-style-type: none"> <li>• Can you make your voice change pitch? Can you make a sound which goes higher and lower?</li> <li>• If you were in the park/playground/Stratford Rd etc, what noises might you hear? Can you make them with your voice?</li> <li>• Can you start and stop your noise with my hand signal?</li> </ul>		
<p><b>KNOW</b></p>	<p><b>DO</b></p>	<p><b>UNDERSTAND</b></p>
<p><b>NC Areas covered:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn to sing and play a musical instrument</li> <li>• Pupils explore tempo, timbre, and appropriate musical notations</li> <li>• Pupils listen to, review, and evaluate music, including the works of the great composers</li> </ul>	<p><b>Music express: Travel (3)</b> The children will listen to 'Go to town on a bus', listening for rhyming words and suggesting actions. They will use tuned percussion instruments to provide an accompaniment to the song using the notes G and F and perform using a backing track. They will listen to and learn to perform <i>Simama kaa</i>, a song from Tanzania, using actions. This will be developed further by using 3 different rhythmic patterns on instruments to accompany the song: first separately, and then combining them as the class sing. They will listen to 'Short ride in a fast machine' by John Adams and watch different videos (train ride, rollercoaster) to discuss what the music suits and why. They will play a game with the instruments to see if they can keep in time to the beat in the music (its tempo changes as it speeds up and slows down to a stop.) Using a picture score (with rhythms shown graphically), the children will learn 4 rhythms which they can play in different combinations. Using a picture of a theme park (it could be a picture of a seaside funfair to link to topic), the children will make a class composition, using different sounds and</p> <p>tempos for each ride. A child conductor will use the picture as a score to point to each ride in order to create a class improvisation.</p>	<p><i>This follows on from previous work on rhythm, beat, ostinato and tempo in the last 3 units. The children have to combine all of these elements. They are used to working with a steady beat but this unit will develop their understanding of how a beat may change tempo and the effect it has.</i></p> <p>The children will understand that:</p> <ul style="list-style-type: none"> <li>◦ a steady beat, and combinations of rhythms can be used to accompany songs</li> <li>◦ they can use their musical vocabulary to describe what is happening in music</li> <li>◦ they can change the tempo of a piece of music to create an effect</li> <li>◦ you can use notation (graphics on a picture score) to create music which can then be played</li> <li>◦ that you need to prepare and improve your use of movements, voice and percussion before performing</li> </ul> <p><b>Vocabulary:</b> duration</p>

	<p><b>Cross curricular links:</b> Ceilidh music and traditional dances e.g. <a href="#">Dashing white sergeants</a>, <a href="#">Canadian Barn dance</a></p>	<p>dynamics timbre pitch tempo composition <b>score</b></p>
<p>Topic 6: Go Wild! (5)</p>		
<p>Assessment questions:</p> <ul style="list-style-type: none"> <li>• What is a scale?</li> <li>• What is a glissando?</li> <li>• Can you play a glissando on tuned percussion?</li> <li>• What do the letters on the xylophone tell you? (need to know that notes have names)</li> </ul>		
<p><b>KNOW</b></p>	<p><b>DO</b></p>	<p><b>UNDERSTAND</b></p>
<p><b>NC Areas covered:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn to sing and play a musical instrument</li> <li>• Pupils explore pitch, timbre, and duration</li> <li>• Pupils experiment with, create, select, and combine sounds</li> <li>• Pupils play tuned and untuned instruments musically</li> <li>• Pupils create and compose music</li> </ul>	<p><b>Music express: Water (3)</b> The children will join in singing 'The slippery fish' song. They will watch a video which shows how body movements can reflect the change in pitch/ notes. They will learn the song though naming the note names. They will then move the melody onto tuned instruments, splitting the song into 4 sections. They will learn about frog life (habitat, food, movement) and then listen to 'The little green frog', seeing how the song matches the frog's personality. The children will use chime bars to look at the melody for the frog and the bird, and how they go up in steps. They will then look at the 'frog score'. It has 5 lines to follow – some are graphic notations; others show the notes. They will explore the song by following the score and playing different lines. As a class, they will then compose a piece of music to describe a pond. They will listen to some water music for inspiration and to learn how to use xylophones/ glockenspiels to create glissandos. The children will have a pond picture to use as a score, and split into 5 different groups (using tuned and untuned instruments) and a class conductor to put the musical performance together.</p> <p><b>Cross curricular links:</b> The children will learn a song to go with an Aboriginal Dreamtime story. They will consolidate work on call and response, and then begin to sing in two parts. <a href="#">Tiddlick the frog</a>. They will also listen to aboriginal music played on the digeridoo (link on the same page) BBC resource: <a href="#">Andy's animal raps</a></p>	<p><i>This follows on from the unit 'ourselves', taught in 'Firefighters' where children experimented with changing pitch and recording visual representations of pitch. They will now begin to move on to seeing how pitch changes in a scale and start to learn note names. This will allow them to be able to play tuned instruments with more confidence.</i></p> <p>The children will understand that:</p> <ul style="list-style-type: none"> <li>◦ notes have names and can go up and down in steps</li> <li>◦ a scale is a series of notes going up/ down in pitch order</li> <li>◦ the high, middle and low notes in a scale can be used to form a melody and can create pitch shapes</li> </ul> <p><b>Vocabulary:</b> pitch composition score <b>scale</b> <b>step movement</b> <b>glissando</b> <b>tuned percussion</b></p>
<p>DT WEEK</p>		

Assessment questions:

- Can you follow my steady beat?
- Is my beat changing tempo? What is happening to it?
- Challenge: Can you find the meter in this song/piece of music? (Only need to do a 4 beat metre; see if they can count to four and identify the first beat correctly – get them to clap, march or count out).

KNOW	DO	UNDERSTAND
<p><b>NC Areas covered:</b></p> <ul style="list-style-type: none"> <li>• Pupils explore tempo, dynamics, and timbre</li> </ul>	<p><i>This will be a shorter unit as it is DT week. There are more lessons in the unit if required.</i></p> <p><b>Music express: Toys (1)</b></p> <p>The children will look at different toys and think about which music matches their movements (they have different types of timbre and tempi). They will play games with the different toy phrases and actions. They will work out which beat of the bar each toy plays on, and work towards playing all three patterns at the same time (using a pictorial score to help if needed)</p>	<p><i>The children have done a few activities around following a beat and changing the tempo of a beat already in Year 2. This lesson revisits to consolidate. It also allows them to practice playing on different beats of the bar which can be challenging for some.</i></p> <p>The children will understand that:</p> <ul style="list-style-type: none"> <li>◦ music often has a steady beat</li> <li>◦ you need to listen carefully to identify if a beat changes its tempo</li> <li>◦ music will have a pattern of beats (here it is a four-beat measure)</li> </ul> <p><b>Vocabulary:</b> timbre tempo beat/pulse <b>metre</b></p>

Topic 7: Health Heroes

Assessment questions:

- What is an ostinato?
- If they have their graphic score, ask them to perform – see who can do so with an internalised beat and who needs to have the beat clapped/tapped out to stay in time.

KNOW	DO	UNDERSTAND
<p><b>NC Areas covered:</b></p> <ul style="list-style-type: none"> <li>• Pupils listen to, review, and evaluate music across a range of styles and genres, including the works of the great composers</li> <li>• Pupils learn to sing and play a musical instrument</li> </ul>	<p><b>Music express: Our bodies (3)</b> The children will listen to ‘the wagon passes’, identifying changes in dynamics and the use of an ostinato. Then they listen to ‘come to the party’, finding ways to move their bodies to the beat. They will learn the song, making dynamic contrasts clear. They will look at the different rhythms for the verses and practice repeating these in time to the beat. They explore different tempi by listening and moving to ‘Grand gentlemen and</p>	<p><i>This carries on work with the beat, consolidating the idea of an ostinato and trying to get children to internalise the beat while they are playing.</i></p> <p>The children will understand that:</p>

<ul style="list-style-type: none"> <li>• Pupils explore tempo and timbre</li> <li>• Pupils create music on their own and with others</li> </ul>	<p>dance of the nights'. The children will explore different walking speeds to show different tempi, and use a graphic score to follow these when learning the song 'Grandad's band'. They will listen to 'The ball', and 'throw bounce twist' which uses the idea of a ball moving at different speeds. The children will learn to internalise a melody so they can concentrate on the rhythm of the words. They will play all the rhythms together, following a graphic score. They may be able to do this with an internalised beat (or it may have to be given for them)</p>	<ul style="list-style-type: none"> <li>◦ they are more confident at responding to a steady beat and can identify changes in tempi</li> <li>◦ if they listen carefully they can pick out different ostinati in the same piece of music</li> <li>◦ you can use different rhythmic patterns to help you sing in two parts</li> </ul> <p><b><u>Vocabulary:</u></b>  timbre  tempo  beat/pulse  ostinato  dynamics</p>
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