

The Piggott School: Charvil Primary



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Curriculum Map: Music Year 2

	Autumn 1 Call and Response (Animals)	Autumn 2 Nativity Performance	Spring 1 Instruments (Musical Story Telling)	Spring 2 Orchestral Instruments	Summer 1 Structure (Myths and Legends)	Summer 2 Pitch (Musical Me)
Content Declarative Knowledge 'I know'	*Recognise and name up to three instruments *Know that dynamics can change the effect a sound has on the audience. *Be able to recognise and name up to three instruments.	*Understand that structure means the organisation of sounds within music. eg a chorus and verse pattern in a song *Know that dynamics can change the effect a sound has on the audience	*Know that sections of music can be described as fast or slow and the meaning of these terms. *Know that sections of music can be described as loud, quiet or silent and the meaning of these terms. *Know that sounds within music can be described as high or low sounds and the meaning of these terms. *Recognise and name up to three instruments.	*Know what woodwind, stringed, percussion and brass instruments make sound *Know that different tuned instruments have different ranges	*Know that pictorial representations of rhythm show sounds and rests.	*Know that notation is read from left to right. *Know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. *Know that sounds within music can be described as high or low sounds and the meaning of these terms.
Skills Procedural Knowledge 'I know how to'	Listening and evaluating	Performing *Using their voices expressively when	Listening and evaluating	Listening *Recognising timbre changes	Listening *Listening with concentration to	Listening and evaluating

	<p>*Listening with concentration to short pieces of music or excerpts from longer pieces of music.</p> <p>*Engaging with and responding to longer pieces of music.</p> <p>*Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.</p> <p>*Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).</p> <p>*Stating what they enjoyed about their peers' performances.</p> <p>*Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.</p> <p>Creating sound</p> <p>*Breathing at appropriate times when singing.</p>	<p>singing, including the use of basic dynamics</p> <p>*Singing short songs from memory, with melodic and rhythmic accuracy</p> <p>*Copying longer rhythmic patterns, keeping a steady pulse.</p> <p>*Performing expressively</p> <p>*Know when to use expression to enhance a performance</p>	<p>*Listening with concentration to short pieces of music or excerpts from longer pieces of music.</p> <p>*Engaging with and responding to longer pieces of music.</p> <p>*Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.</p> <p>*Identifying some common instruments when listening to music.</p> <p>*Relating sounds in music to real-world experiences (eg. It sounds like squelching mud').</p> <p>*Talking about the tempo of music using the vocabulary fast and slow.</p> <p>*Talking about the dynamics of the music, using the vocabulary loud, quiet and silent.</p>	<p>*Recognising structural features</p> <p>*Listening to and recognising instrumentation</p> <p>*Beginning to use musical vocabulary</p> <p>*Suggesting improvements to their own and others' work</p>	<p>short pieces of music or excerpts from longer pieces of music.</p> <p>*Engaging with and responding to longer pieces of music.</p> <p>*Confidently moving in time with the beat of the music when modelled.</p> <p>*Beginning to keep movements to the beat of different speeds of music.</p> <p>*Beginning to explain why the music is having a certain effect on them: this could be related to the music or related to a personal experience.</p> <p>*Identifying some common instruments when listening to music.</p> <p>*Stating what they enjoyed about their peers' performances.</p> <p>Creating sound</p> <p>*Using instruments imaginatively to create soundscapes</p>	<p>*Recognising simple patterns and repetition in pitch (e.g. do-re-mi).</p> <p>Talking about the pitch of music, using the vocabulary high and low.</p> <p>*Stating what they enjoyed about their peers' performances.</p> <p>Creating sound</p> <p>Singing simple songs, chants and rhymes from memory.</p> <p>*Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).</p> <p>*Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.</p> <p>*Breathing at appropriate times when singing.</p> <p>*Singing part of a given song in their</p>
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	<p>*Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy.</p> <p>*Singing part of a given song in their head (using their 'thinking voice').</p> <p>*Developing an awareness of how dynamics are affected by the force with which an instrument is played.</p> <p>*Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling.</p> <p>*Maintaining a comfortable position when sitting or standing to sing and play instruments. Improvising and composing</p> <p>*Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.</p>		<p>*Talking about the pitch of music, using the vocabulary high and low.</p> <p>*Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.</p> <p>*Stating what they enjoyed about their peers' performances.</p> <p>*To recognise and name up to three instruments.</p> <p>Creating sound</p> <p>*Developing an awareness of how dynamics are affected by the force with which an instrument is played.</p> <p>*Using instruments imaginatively to create soundscapes which convey a sense of place.</p> <p>*Using bilateral and hand-eye co-ordination to play/hold instruments using both hands.</p>		<p>which convey a sense of place.</p> <p>*Using bilateral and hand-eye coordination to play/hold instruments using both hands.</p> <p>*Starting to understand how to produce different sounds on tuned instruments.</p> <p>*Maintaining a comfortable position when sitting or standing to sing and play instruments.</p> <p>Notation</p> <p>*Reading different types of notation by moving eyes from left to right as sound occurs.</p> <p>*Using pictorial representations to stay in time with the pulse when singing or playing.</p> <p>*Beginning to read simple rhythmic patterns which include paired half beats (quavers).</p>	<p>head (using their 'thinking voice').</p> <p>*Developing an awareness of how sound is affected by the way an instrument is held</p> <p>*Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling.</p> <p>*Starting to understand how to produce different sounds on pitched instruments.</p> <p>*Maintaining a comfortable position when sitting or standing to sing and play instruments.</p> <p>Notation</p> <p>*Reading different types of notation by moving eyes from left to right as sound occurs.</p> <p>*Using a simplified version of a stave (three lines) to notate known musical phrases (of two pitches).</p>
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	<p>*Improvising simple question and answer phrases, using untuned percussion or voices.</p> <p>*Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.</p> <p>*Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>*Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.</p> <p>Performing</p> <p>*Offering positive feedback on others' performances.</p> <p>*Starting to maintain a steady beat throughout short singing performances.</p> <p>*Standing or sitting appropriately when</p>		<p>*Starting to understand how to produce different sounds on pitched instruments.</p> <p>*Maintaining a comfortable position when sitting or standing to sing and play instruments.</p> <p>Composing</p> <p>*Creating sound responses to a variety of physical stimuli such as nature, artwork and stories.</p> <p>*Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.</p> <p>*Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>*Working collaboratively to combine different sounds by either turn-taking or by</p>		<p>Composing and improvising</p> <p>*Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories.</p> <p>*Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>*Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.</p> <p>Performing</p> <p>*Offering positive feedback on others' performances.</p> <p>*Starting to maintain a steady beat throughout short performances.</p> <p>*Standing or sitting appropriately when performing or waiting to perform.</p>	<p>Performing</p> <p>Offering positive feedback on others' performances.</p> <p>*Beginning to acknowledge their own feelings around performance.</p> <p>*Standing or sitting appropriately when performing or waiting to perform.</p>
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	performing or waiting to perform. *Performing actively as a group, clearly keeping in time with the beat.		playing sounds at the same time.		*Following a leader to start and end a piece appropriately.	
Vocabulary	Dynamics, sound pattern, call and response	Percussion, pulse, rhythm, in time, performance, sing, tune, verse, voice	Dynamics, encore, instrumental sound, sound effect, tempo	Orchestra, strings, brass, vocals, timbre, instruments, woodwind, percussion, sound effect, dynamics, tempo	one-beat notes, composition, paired half-beat notes, legend, myth, notation, pulse, rest, rhythm, structure, tempo, thinking voice	Dot, high, low musical sentence, notation, phrase, pitch, pitch pattern, stave
Key Questions	What does the word 'dynamics' mean? What is call and response? What is a sound pattern? Which is an example of a 'call' in music? What is an example of a 'response' in music?	What is a verse? What is a chorus? What makes a good performance? How can percussion add texture to a piece of music?	What does the word encore mean? What is tempo? What is a sound effect? What is an instrumental sound? What are dynamics?	What is an orchestra? What are the sections of an orchestra? Can you name some string instruments? Which instruments do you play by blowing into a mouthpiece? How do you play music on brass instruments?	What is notation? What does structure mean in music? What is rhythm? What is a composition? What is a thinking voice?	What is pitch? What is a pitch pattern? What is notation? What is a phrase in music? How could you show a low sound with your hand?
Assessment	Recording of group performances. Self/peer assessment	Performance of Nativity	Self/peer assessment	Recording of group performance of their traditional Western story	Recording of class performance	Recordings of group performances. Peer assessment questions
Cross Curricular Links/Character Education	Individual liberty: Composition provides opportunity	Character: Serving community RE: link to Christmas story Cultural: participation in performance,	Individual liberty: Composition provides opportunity	Individual liberty: Composition provides opportunity Mutual respect: collaboration	Individual liberty: Composition provides opportunity English: myths and legends	Individual liberty: Composition provides opportunity

		appreciation of heritage and cultural influences		Cultural: appreciation of heritage and cultural influences English: retelling of stories		
	Spirituality: enjoyment fascination of world around on them, opportunities for reflection Mutual respect: collaboration					