



Subject Map Year 2 - Music

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Unit Name: Singing, playing and performing</p> <p>NC links/coverage: Objectives:</p> <ul style="list-style-type: none"> • Sing songs with a wider pitch range (C-C) showing a sense of melodic shape. • Sing lah-soh-me songs with accurate pitch matching. • Explore using the voice expressively and creatively. • Copy a simple rhythm on a percussion instrument. • Beat the pulse of a piece of music, using body and using a percussion instrument. • Begin to identify the difference between pulse and rhythm. 	<p>Unit Name: Singing, playing and performing</p> <p>NC links/coverage: Objectives:</p> <ul style="list-style-type: none"> • Internalise a steady pulse e.g. use the 'thinking voice' to 'sing' short extracts in own head. • Create crescendo (getting louder) and diminuendo (getting quieter) vocally and instrumentally. • Create accelerando (getting faster) and rallentando (getting slower) vocally and instrumentally. • Experience singing songs with different structures e.g. verse/chorus. • Add simple accompaniments to songs using tuned 	<p>Unit Name: Exploring and composing</p> <p>NC links/coverage: Objectives:</p> <ul style="list-style-type: none"> • Create music as a response to a stimulus e.g. a rocket launching, a rainstorm, a rockpool etc. choosing and using appropriate instruments to create an idea. • Experiment with, create, select, combine and sequence sounds using the inter-related dimensions. • Clap a simple rhythmic pattern for others to copy. 	<p>Unit Name: Transcribing</p> <p>NC links/coverage: Objectives:</p> <ul style="list-style-type: none"> • Use a simple graphic score for performing or as a stimulus for composition. • Begin to recognise the link between shape and pitch in graphic notations. • Experience using Music Technology to capture, change and combine sounds. 	<p>Unit Name: Describing</p> <p>NC links/coverage: Objectives:</p> <ul style="list-style-type: none"> • Identify patterns of one and two sounds per beat and use rhythm names (walk/jogging or ta/te-te). • Know that pitch means 'high and low' and identify high and low sounds when listening to a piece of music. • Recognise changes in dynamics, tempo and timbre and explain in simple ways how these changes affect the music. • Listen with concentration to a range of recorded 	<p>Unit Name: Vocabulary</p> <p>NC links/coverage: Objectives:</p> <p>Recap of all objectives with a focus on developing understanding and use of musical vocabulary.</p> <p>pitch percussion instrument pulse rhythm crescendo diminuendo accelerando rallentando verse chorus graphic score rhythm names dynamics tempo timbre instrument groups</p>



<p>Precise knowledge to be learned (include locality links here):</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> • Perform simple songs from memory, singing collectively at the same pitch. • Explore using the voice in different ways. • Explore using the voice expressively and creatively. • Find the pulse of a piece of music with some support (by movement or clapping.) • Copy a simple rhythm. <p>Suitable Visits/Visitors/ Experiences:</p> <p>Suitable texts:</p> <p>Suitable resources:</p>	<p>and untuned percussion instruments e.g. drones or keeping pulse on a drum.</p> <p>Precise knowledge to be learned (include locality links here):</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> • Explore crescendo (getting louder) and diminuendo (getting quieter) vocally and instrumentally. • Explore accelerando (getting faster) and rallentando (getting slower) vocally and instrumentally. • Sing in unison and sing call and response songs. • Respond to simple visual clues e.g. stop, go, loud, quiet. • Begin to use the 'thinking' voice. <p>Suitable visits/Visitors/ Experiences:</p>	<p>Precise knowledge to be learned (include locality links here):</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> • Create music as a response to a stimulus e.g. a rocket launching, a rainstorm, a rockpool etc. choosing and using appropriate instruments to create an idea. • Experiment with, create, select and combine sounds using the inter-related dimensions. <p>Suitable visits/Visitors/ Experiences:</p> <p>Suitable texts:</p> <p>Suitable resources:</p> <p>National/Global Links:</p>	<p>Precise knowledge to be learned (include locality links here):</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> • Follow pictures and symbols to support singing and playing e.g. 4 spots=4 taps on the drum • Suggest symbols to represent sounds. • Experience using Music Technology to capture, change and combine sounds. <p>Suitable visits/Visitors/ Experiences:</p> <p>Suitable texts:</p> <p>Suitable resources:</p> <p>National/Global Links:</p>	<p>and live music and express an opinion about the music.</p> <ul style="list-style-type: none"> • Group instruments in different ways e.g. according to how they are played, wooden/metal/skin etc. <p>Precise knowledge to be learned (include locality links here):</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> • Recognise changes in dynamics, tempo and timbre. • Respond physically to high and low sounds. • Name some common hand-held percussion instruments and recognise their sounds aurally. • Listen to a variety of music from a range of cultures, traditions and historical periods; express own opinions 	<p>Precise knowledge to be learned (include locality links here):</p> <p>Prior Learning:</p> <p>pitch pulse rhythm crescendo diminuendo accelerando rallentando names of instruments symbol dynamics tempo timbre high and low words for feelings</p> <p>Suitable visits/Visitors/ Experiences:</p> <p>Suitable texts:</p> <p>Suitable resources:</p> <p>National/Global Links:</p>
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<p>National/Global Links:</p> <p>Christian Value/SMSC link: Appreciating the voice as a musical instrument. Thanking God for our voices and the opportunity to sing.</p>	<p>Experiences:</p> <p>Suitable texts:</p> <p>Suitable resources:</p> <p>National/Global Links:</p> <p>Christian Value/SMSC link: Valuing working individually and as part of a group. Metacognition and memory skills.</p>	<p>Christian Value/SMSC link: Creating music from a natural stimulus. The wonder of sound, all the different sounds that exist and how they can be changed.</p>	<p>Christian Value/SMSC link: Music as part of our school, links to different subjects, as part of our lives and with links to the wider world.</p>	<p>and feelings about the music.</p> <p>Suitable visits/Visitors/Experiences:</p> <p>Suitable texts:</p> <p>Suitable resources:</p> <p>National/Global Links:</p> <p>Christian Value/SMSC link: Awareness of a range of cultures, traditions and historical periods. Reflecting upon pieces of music and sharing opinions and feelings about them.</p>	<p>Christian Value/SMSC link: Using subject specific vocabulary to help with understanding of concepts. Opportunities to look back at learning and discuss things you have done well and enjoyed.</p>
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