

YEAR 2 MUSIC CURRICULUM FRAMEWORK



Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 3
<p>STREET DETECTIVES</p> <p>Mu 3 Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>The children participate in the St. Mary's Music Festival held over two weeks. At the event the children have the opportunity to see, hear and try a range of different musical instruments and genres.</p>	<p>MUCK, MESS AND MIXTURES</p> <p>Mu 1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Children all perform acting or storytelling roles and join in with accompanying songs in the school nativity. Many children sing solo or small group parts, all of which are performed and learnt by heart.</p>	<p>LAND AHOY</p> <p>Mu 1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Children listen to and join in with sea shanties and traditional songs sung by or about sailors.</p> <p>Children join with other Year 2 pupils in the Witney Partnership to learn and perform songs. They perform these to a large audience at the Partnership Concert.</p>
SPRING TERM 4	SUMMER TERM 5	SUMMER TERM 6
<p>SCENTED GARDEN</p> <p>Mu 1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Learn an action rhyme such as <i>Here We Go Round the Mulberry Bush</i> joining in with words and actions. Work collaboratively to create new lyrics that inform others how to plant a seed or bulb. Before starting, sequence the process making suggestions about actions to use for each verse.</p>	<p>WRIGGLE AND CRAWL</p> <p>Mu 4 Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Children experiment with and combine sounds, adding tuned and percussion sounds to a class poem, discussing appropriate instruments that could be used to represent different minibeasts and the sounds they make.</p>	<p>TOWERS, TUNNELS AND TURRETS</p>

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Children will be taught:</p> <ul style="list-style-type: none"> • physical preparation for singing; • vocal warm ups including mouth and tongue dexterity and progressive singing to increase the vocal range; • the concept of ostinato. Children will work in groups to maintain the ostinato while others sing the melody; • to manipulate basic untuned instruments accurately and with control, following a conductor; • to repeat a simple 4 beat pattern and maintain it. 	<p>Children will be taught:</p> <ul style="list-style-type: none"> • the concept of singing in rounds –the children will work in groups to sing simple rounds; • to use untuned instruments to follow, create and compose 4 beat rhythms; • to move expressively to music from different genres and to give their opinions of different styles of music; • to learn two country dances and to move with a sense of the pulse, skipping in time and following an extended sequence of moves with confidence. 	<p>Children will be taught:</p> <ul style="list-style-type: none"> • how to create their own rhythms and maintain them while other rhythms are playing; • to read a four beat rhythm from symbols or musical notations and reproduce it confidently on an instrument, maintaining a steady pulse; • to listen to music from different composers and to respond to it appropriately, giving articulate reasons for likes and dislikes; • prepare for an open music class at the end of term.