

## Music Curriculum Overview - Year 2

	Unit	Details
Autumn One	Tony Chestnut	Pupils <b>compose</b> and improvise rhythms along to a backing track using the note C or G. Pupils <b>perform</b> and play the song's melody on a tuned percussion instrument. Pupils <b>sing</b> with good diction to emphasise word play and <b>listen</b> to, recognise, and play echoing phrases by ear.
Autumn Two	Carnival of the Animals Creepy Castle	Pupils select instruments and <b>compose</b> music to reflect an animal's character. Pupils <b>listen</b> with increased concentration to sounds/music and respond by: talking about them using music vocabulary. Pupils <b>listen</b> to music and identify different qualities of sound (timbre) i.e. smooth, scratchy, clicking, ringing, and how they are made. Pupils begin to recognise and respond to changes of speed (tempo), volume (dynamics), and pitch (high/low) using music vocabulary, or movement. Pupils begin to <b>compose</b> a sequence of sounds in response to a given stimulus. Pupils <b>sing</b> small intervals accurately and confidently, and vary dynamic contrast. Pupils learn to <b>perform</b> and play a piece following a graphic score and <b>listen</b> to music in a minor key
Spring One	Grandma Rap	Pupils <b>compose</b> 4-beat patterns and are able to chant rhythmically and <b>perform</b> in unison and in a round. Pupils chant and <b>perform</b> rhythms (using the durations of 'walk' (crotchet), 'jogging' (quavers) and 'shh' (crotchet rests) from stick notation. Pupils learn a clapping game to Hi lo chicka lo and <b>perform</b> . Pupils <b>listen</b> to a variety of music and show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).
Spring Two	Orawa Musical Conversations	Pupils <b>listen</b> to music and identify structure short musical ideas to form a larger piece. Pupils <b>perform composed</b> pieces for an audience. Pupils <b>listen</b> with attention to detail and recall sounds and patterns. Pupils <b>compose</b> musical sound effects and short sequences of sounds in response to a stimulus. Pupils <b>compose</b> and improvise question-and-answer conversations using percussion instruments. Pupils create, interpret and <b>perform</b> simple graphic scores. Pupils recognise how graphic symbols can represent sound.
Summer One	Swing-a-long with Shostakovich Cat and Mouse	Pupils create action patterns in 2- and 3- tim and mark the beat by tapping, clapping and swinging to the music. Pupils <b>listen</b> and move, stepping a variety of rhythm patterns and identify them in familiar songs. Pupils <b>listen</b> and move freely and creatively to music using a prop. Pupils create rhythm patterns, sequencing them, and 'fixing' them as <b>compositions</b> using simple notation. Pupils attempt to record compositions with stick and other notations. Pupils <b>sing</b> and chant songs and rhymes expressively. Pupils <b>listen</b> and copy rhythm patterns.
Summer Two	The Rockpool Rock	Pupils learn an interlocking spoken part and <b>perform a song</b> in two parts. Pupils <b>sing</b> a rock 'n' roll-style song confidently. Pupils <b>perform</b> and play an introduction on tuned percussion. Pupils <b>listen</b> actively and learn about rock 'n' roll music

