



Year 2: Music

Autumn – Orchestral Instruments (Traditional Western Stories)

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.</p>	<ul style="list-style-type: none"> To know that musical instruments can be used to create 'real life' sound effects. To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece. To know that stringed instruments, like violins, make a sound when their strings vibrate. To know that a brass instrument is played by vibrating your lips against the mouthpiece. To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. 	<p><u>Listening</u></p> <ul style="list-style-type: none"> Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Suggesting improvements to their own and others' work. <p><u>Composing</u></p> <ul style="list-style-type: none"> Selecting and creating longer sequences of appropriate sounds with voices or instruments Choosing appropriate dynamics, tempo and timbre for a piece of music. Beginning to suggest improvements to their own work. <p><u>Performing</u></p> <ul style="list-style-type: none"> Performing expressively using dynamics and timbre to alter sounds as appropriate.

Spring Term 1 – Dynamics, Timbre, Tempo and Motifs

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>In this topic pupils develop their knowledge and understanding of dynamics, timbre, tempo and instruments, identifying these elements in music that they hear and comparing pieces by the same composer. They visually represent music in creative and more formal ways and learn to play and compose motifs.</p>	<ul style="list-style-type: none"> To know that a 'soundscape' is a landscape created using only sounds. To know that a composer is someone who creates music and writes it down. To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music. 	<p><u>Listening</u></p> <ul style="list-style-type: none"> Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary. Suggesting improvements to their own work. <p><u>Composing</u></p> <ul style="list-style-type: none"> Selecting and creating longer sequences of appropriate sounds with voices or instruments Successfully combining and layering several instrumental and vocal patterns Creating simple melodies from five or more notes Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work. <p><u>Performing</u></p> <ul style="list-style-type: none"> Using their voices expressively when singing, including the use of basic dynamics. Performing expressively using dynamics and timbre to alter sounds as appropriate.

Spring Term 2 – On this Island (British Songs and Sounds)

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>Children will listen to a range of folk songs in this unit and sing folk songs from memory. Children will choose a setting to compose a short piece of music and perform these in groups.</p>	<ul style="list-style-type: none"> To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down. To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music. 	<p><u>Listening</u></p> <ul style="list-style-type: none"> Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. <p><u>Composing</u></p> <ul style="list-style-type: none"> Selecting and creating longer sequences of appropriate sounds with voices or instruments Successfully combining and layering several instrumental and vocal patterns Choosing appropriate dynamics, tempo and timbre for a piece of music. <p><u>Performing</u></p> <ul style="list-style-type: none"> Using their voices expressively when singing, including the use of basic dynamics. Singing short songs from memory, with melodic and rhythmic accuracy. Performing expressively using dynamics and timbre to alter sounds as appropriate.

Summer 1 and 2 – Recorder Stage 1 and 2

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>In Summer 1, the children will learn how to hold and play a recorder. The notes B, A and G are introduced alongside a 1 count, $\frac{1}{2}$ count and 2 count note durations.</p> <p>In Summer 2, the notes B, A and G are rehearsed and the notes C and D are introduced on the treble clef staff. Crotchet, quaver, minum and semibreves and taught, along with dotted notes, rests and ties.</p>	<ul style="list-style-type: none"> To know about different note lengths. To know how a recorder works and what type of instrument it is. To understand the treble clef. To understand how music reads in a notation. 	<ul style="list-style-type: none"> To hold and blow the recorder accurately. To play note B, A and G with the correct fingering. To play simple tunes using notes B, A and G. To read the standard notation for a crotchet rest. To play simple tunes which include crotchet rests. Play alongside simple melodies as a class and in groups. To read and play the standard treble clef notes for B, A, G, C and D To read the standard notation for crotchets, quavers, minims and semibreves.