

**Music YEAR TWO**  
**Core Purpose Long Term Overview**

**Rationale, Methodology and Pedagogy**

Within the **inter-related dimensions** of music, we believe pulse, rhythm and pitch should be given priority and feature in each term's unit of work as they are the foundations from which the other inter-related musical dimensions (tempo, dynamics, timbre, texture and structure) can be built.

There are 5 areas of knowledge and skill within music that this curriculum will focus on and through which the inter-related dimensions are experienced and taught:

**1. Musicianship**

- The development of musical discipline, skills and knowledge as a performer
- Taught and experienced through listening, chanting, singing, body percussion and instruments

**2. Notation**

- The development of skill and knowledge in reading and writing music

**3. Creativity**

- Sound exploration, experimentation, improvisation and composition
- The creative application of musicianship, including effective use of the interrelated dimensions

**4. Appreciation**

- Experiencing and understanding a rich variety of music
- Incorporating music of the western classical tradition, traditional music from around the world and popular music

**5. Presentation**

- The development of skills needed for more formal performing to an audience

We believe that regular revision, consolidation and application of previously taught skills are vital to embed learning and a necessary foundation for good progression.

Consequently, our sequence of teaching within each term's unit of work follows the following structure:

- Revisit prior learning
- Teach new skills through the medium of body percussion and voice
- Consolidate and practise learning using instruments
- Apply learning through creative music-making
- Demonstrate learning through presentation

Our core Scheme is 'Jolly Music' - Level 2 which develops fundamental musicianship within a context of songs and rhymes mainly through singing, movement and body percussion. The 'Jolly Music' Scheme is supplemented with other resources where necessary to ensure good coverage of National Curriculum requirements in line with the 2021 Model Music Curriculum.

The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Opportunities will be provided for all children to listen to a wide range of styles and genres of music during whole-school assemblies, class snack times and moments of reflection. See Model Music Curriculum for suggested listening.

**Links to school Visions and Values**

**Musicianship**

We always try our best and are ambitious with our learning



**Notation**

We always try our best and are ambitious with our learning



**Creativity**

We enjoy being creative and 'thinking outside the box'



We explore, investigate and seek answers for ourselves



**Appreciation**

We encourage and celebrate individuality



We celebrate similarities and differences



**Presentation**

We take pride in the achievements of others



<p><b>NC Requirements</b></p>	<p>KS1 Children should be taught to:          Use their voices expressively and creatively by singing songs and speaking chants and rhymes.          Play tuned and untuned instruments musically          Listen with concentration and understanding to a range of high-quality live and recorded music          Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		
<p><b>Term</b></p>	<p><b>AUTUMN</b> Pupils can ...</p>	<p><b>SPRING</b> Pupils can ...</p>	<p><b>SUMMER</b> Pupils can ...</p>
<p><b>Objectives</b></p>	<ul style="list-style-type: none"> <li>Understand the correspondence between words, syllables and <b>rhythms</b> (1)</li> <li>Perform <b>rhythmic ostinati</b> in 2 teams (1, 3)</li> <li>Develop ability to discriminate between <b>pulse and rhythm</b> (1)</li> <li>Sing partner songs in 2 groups (1, 5)</li> <li>Improvise new words to songs (3)</li> <li>Begin to develop a sense of <b>accented beats</b> (1)</li> <li>Perform familiar songs / rhymes at different <b>tempi</b> (1, 5)</li> <li>Further develop ability to apply musical skills in increasingly complex games (1)</li> <li>Develop <b>thinking voices / inner hearing</b> and apply to musical activities (1)</li> <li>Continue to develop repertoire of sung <b>musical signals</b> and their responses (1)</li> <li>Identify a simple song by its <b>melody</b> (1, 4)</li> <li>Develop use of <b>rhythm</b> names and stick notation symbols for ta / titi rhythms (2)</li> <li>Create visual representations of <b>pitch</b> in so/mi songs (1,2)</li> <li>Use <b>solfa</b> names and handsigns for simple call and response so/mi greetings and songs (1)</li> <li>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch) (3)</li> </ul>	<ul style="list-style-type: none"> <li><b>Consolidate prior learning as necessary</b></li> <li>Perform <b>pulse</b> actions with a partner (1, 5)</li> <li>Begin to understand musical <b>phrasing</b> (1)</li> <li>Continue to develop ability to apply musical skills in increasingly complex games involving teamwork and turn-taking (1)</li> <li>Sight-read 4 beat <b>rhythm</b> cards (1, 2)</li> <li>Identify and match <b>rhythms</b> of known songs / rhymes to stick notation (1, 2)</li> <li>Copy 4 beat <b>rhythms</b> containing ta / titi, saying the rhythm names as they go (1)</li> <li>Further develop ability to identify and respond to a range of <b>musical signals</b> (1)</li> <li>Write <b>'so mi'</b> tunes in simple rhythmic stick notation with solfa letter names to show pitches (2)</li> <li>Sing simple <b>'so mi'</b> songs to given ta / titi <b>rhythms</b> (1, 5)</li> <li>Recognise and sing <b>so/mi</b> songs from visual representations (1, 2, 5)</li> <li>Change <b>melodies</b> of so/mi call and response greetings (3)</li> <li>Recognise the same simple <b>melodic phrases</b> in different contexts (1)</li> <li>Sight-read sequences of 4 beat <b>rhythm</b> cards (2)</li> <li>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch) (3)</li> </ul>	<ul style="list-style-type: none"> <li><b>Consolidate prior learning as necessary</b></li> <li>Perform the <b>pulse</b> in songs containing rests (1, 5)</li> <li>Identify <b>rest beats</b> (1)</li> <li>Perform actions and sounds in <b>rest beats</b> (1, 5)</li> <li>Perform in musical teams as a mixed ensemble - one group performing <b>rhythm</b> and the other <b>pulse</b> (1, 5)</li> <li>Understand the <b>'rest'</b> symbol in written stick notation (2)</li> <li>March to the <b>pulse</b> whilst clapping the <b>rhythm</b> of a song /rhyme (1)</li> <li>Develop understanding of phrasing through <b>musical question and answers</b> (1)</li> <li>Learn the <b>solfa</b> name and handsign for 'la' (1)</li> <li>Tunefully sing <b>'la so mi'</b> songs (1)</li> <li>Create and respond to visual representations of <b>pitch</b> incorporating 'so mi and la' (2)</li> <li>Sing songs using <b>rhythm</b> names (1)</li> <li>Further develop ability to apply musical skills in increasingly complex games involving teamwork and turn-taking (1)</li> <li>Confidently identify and respond to a range of <b>musical signals</b> (1)</li> <li>Use whole body movements to show <b>'so mi and la'</b> (1)</li> <li>Write <b>'la so mi'</b> tunes in simple <b>rhythmic stick notation</b> with solfa letter names to show pitches (2)</li> <li>Change <b>melodies</b> of 'la so mi' call and response greetings (3)</li> <li>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch) (3)</li> </ul>