

Monks Coppenhall Academy – Year 2 Music Curriculum



	Singing/Songs	Overview	Objectives
Autumn 1	<u>Harvest Songs</u> Big Blue Tractor Across the Fields (round) Harvest Samba	<u>We've Got Rhythm</u> Understanding rhythms and steady beats through songs, games, body percussion and untuned percussion. Reading and composing 3 and 4 beat rhythms using notation – quavers, crotchets, minims, crotchet rests and semi-breves. Using notation to compose and perform food rhythms as ostinati Introduction to the ocarina – correctly hold the oc, note production, playing rhythms and the scale of D major	Sing songs regularly with a pitch range of do-so with increasing vocal control (S) Sing songs with a small pitch range, pitching accurately (S) Work with a partner to create simple question and answer phrases to be sung and played on one or two pitched notes on the ocarina to create a musical conversation (M) Understand the speed of the beat can change, creating a faster or slower tempo (M) Play copycat rhythms copying a leader and invent rhythms for others to copy using one note on the ocarina (M) Be able to correctly hold and produce clearly pitched notes on a simple woodwind instrument (M)
Autumn 2	<u>Christmas Songs</u> Bethlehem Follow the Star Child in a Manger Born (with Makaton)	<u>Christmas Play and Sing</u> Pitch Games – using the hands and moving the body in response to changes in pitch Ocarina and simple notation Understanding pitched notes. Playing seasonal melodies on the ocarina using the oc box diagrams and simple stave notation. Christmas Play and Sing assembly or performance	Know the meaning of tempo and dynamics and be able to demonstrate these when singing by responding to the leader's visual directions and visual symbols eg crescendo, decrescendo and pause (S) Being able to indicate pitch changes in melodic phrases with hand movements. (L)

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Spring 1	Songs with actions for Springtime and Easter	<p><u>Loving Classical Music – The Great Composers</u> The story of Beethoven. Banananaaaa! – A silly story/drama using Beethoven’s 5th Symphony The Story of Mozart – Using the ocarinas to play our own variations in C major - ‘Twinkle Twinkle’ by changing the tempo, one note, one change to the rhythm etc. Holst – His Planets and a trip to Mars <u>Combining notated rhythms and graphic scores</u> Using a graphic score and notated rhythms to compose music and choose instruments to take us on a trip to Mars</p>	<p>Begin to recognise changes in tempo, dynamics, timbre and texture (L) Create rhythms using word phrases as a starting point (M) Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others (M) Listening to and discussing classical pieces and beginning to use the inter-related dimensions of music in their discussion. (L) Use graphic symbols and notation to keep a record of composed pieces (C) Create music in response to a non-music stimulus (C)</p>
Spring 2	Compose lyrics for verses and a chorus as a class	<p><u>Rhythm Stick Games</u> Click and tap rhythms to favourite current music Copying rhythm patterns Composing and improvising rhythm patterns All about the composer Rossini – whole class rhythm stick sequence to William Tell Overture Continue with ocarina skills</p>	<p>Mark the beat of a listening piece by clapping or tapping and recognising tempo as well as changes in tempo (M) Begin to group beats in twos and threes by tapping on knees on the first beat and clapping the remaining beats (M) Identify the beat groupings in familiar music that they sing or listen to regularly (M) Read and respond to chanted rhythm patterns and represent them with stick notation including crotchets, quavers and rests (M) Create and perform their own chanted rhythms with the same stick notation (M)</p>

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<p>Summer 1</p>	<p>Singing Games</p>	<p><u>STRINGS, WOODWIND, BRASS, PERCUSSION</u> Learning about string, woodwind, brass and percussion instruments – weekly instruments. Visiting musicians to perform to the children and talk about the instruments. Google Chrome Music Lab Music and Art ‘I See a Song’ by Eric Carle Relaxation - Drawing to classical music. Draw and colour what you hear. Describing emotion in music. Continue with ocarina skills</p>	<p>Play a range of singing games based on the cuckoo interval, matching voices accurately and supported by a leader playing the melody (M) Sing short phrases independently within a short phrase or song (M) Respond independently to pitch phrases heard in short melodic phrases indicating with actions (M) Responding to mood and emotion in music through art Using music as a means for relaxation and understanding the impact of music on emotions (L,) Music technology to capture, change and combine sounds – using Google Music Lab – (M)</p>
<p>Summer 2</p>	<p>Rounds and partner songs Conductor games</p>	<p>Continue to learn to play new tunes on the Ocarina Parent Assembly</p>	<p>Consolidation of skills. Know the meaning of tempo and dynamics and be able to demonstrate these when singing by responding to the leader’s visual directions and visual symbols eg crescendo, decrescendo and pause (S)</p>