



Lawn Music Curriculum



Year Two Progression of Knowledge and Skills

Units of Work:	Exploring simple patterns Focus on dynamics and tempo Exploring feelings through music Inventing a musical story Music that makes you dance Exploring improvisation
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National Curriculum

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned 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.

Key Vocabulary

Keyboard, drum, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, rap, reggae, gospel

What pupils need to know or do to be secure

Musicianship: Understanding Music

Prior Learning	Future Learning
<p>Know how to use body percussion and percussion instruments to create a rhythmic and pitch pattern. Know how to copy back a simple melodic pattern.</p>	<p>Know how to create a melodic pattern in the key centres of C major, G major and A minor.</p>

Knowledge and skills:

Use body percussion, instruments and voices.
In the key centres of C major, G major, and A minor.
Find and keep a steady beat.
Understand the difference between creating a rhythm pattern and a pitch pattern.
Copy back simple rhythmic patterns using long and short.
Copy back simple melodic pattern using high and low.
Sing short phrases independently.

Listening: Respond/Analyse

Prior learning	Future learning
<p>To know how to talk about music they have heard using appropriate vocabulary relating to dynamics and pitch. To understand what is meant by tempo.</p>	<p>To know about the different groupings of beats. To use appropriate vocabulary to talk about the style of a piece of music. To recognise and name some orchestral and band instruments.</p>

Knowledge and skills:

Mark the beat of a listening piece by tapping or clapping and recognising changes in tempo.
Identify the beat groupings in the music e.g. 2-time 3-time.
Talk about how music makes you feel.
Describe tempo as fast or slow.
Describe dynamic as loud or quiet.
Join in with sections of the song e. call and response.

Start to talk about the style of a piece of music.
 Recognise some band and orchestral instruments.
 Start to talk about where music might fit into the world.

Singing

Prior Learning

Future Learning

To be able to copy back intervals of an octave and fifth (high and low).
 To use voices in different ways e.g. spoken word, sing, rhyme, rap and chant.

To show an increased awareness of pitch accuracy when singing.
 To know about and demonstrate and awareness of dynamics and temp when singing.

Knowledge and skills:

Demonstrate good singing posture.
 Sing songs from memory and or from notation.
 Sing to communicate the meaning of the words.
 Sing in unison and sometimes in parts and with more pitching accuracy.
 Understand and follow the conductor.
 Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leaders directions and (b) visual symbols.

Notation

Prior learning

Future learning

Using notation to represent high and low sounds and long and short sounds.
 Begin to understand standard notation for crotchets, quavers and minims.

To have an understanding of standard notation of semibreves.
 To recognise a stave of five lines and the musical notation on it.
 To understand hand signals as musical notation.

Knowledge and skills:

Explore ways of representing high and low sounds and long and short sounds using symbols or other notation.

Explore standard notation using crotchets, quavers, minims, and semibreves and simple combinations of {C, D, E, F, G, A, B} {G, A, B, C, D, E, F#} [F, G, A, Bb, C, D, E] {A, B, C, D, E}

Identify hand signals as notation and recognise music notation on a staff of five lines.

Playing instruments

Prior Learning

Playing a simple melodic part in the major scales of C, F and D and D minor.

Future Learning

Consolidate playing a simple melodic instrumental part.

Knowledge and skills:

Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major and D major.

Creating: Improvising

Prior Learning

Explore improvisation using the age appropriate range of notes.
Understand how to improvise a pattern.

Future Learning

To know how to improvise using question and answer phrases on untuned percussion.

Knowledge and skills:

Explore improvisation within a major scale using the notes {C,D,E} {C,G,A} {G,A,B} {F,G,A}

Work with a partner to improvise Question and answer phrases to be sung and played on untuned percussion.

Creating: Composing

Prior Learning

To know how graphic notation can be used to represent created sounds.
To know how to create a simple melody using crotchets and minims.

Future Learning

To know how to use graphic symbols, dot notation and stick notation to record own graphic score.
To be able to create own simple melody using crotchets, quavers and minims.

Knowledge and Skills:

Use graphic symbols, dot notation and stick notation to keep a record of composed pieces.

Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.

Create a simple melody using crotchets quavers and minims.

Performing:**Prior Learning**

To prepare a song to perform.

To rehearse simple instrumental parts and add these to the performance.

Future Learning

To be able to add appropriate actions and instrumental parts and to understand what it means to rehearse these.

To be able to distinguish between rehearsal and performance.

Knowledge and skills:

Practice, rehearse and share a song from memory or with notation.

Decide on any actions, instrumental parts, composed passages to be practiced.

Talk about the difference between rehearsing the song and performing it.

