

WHAT WILL YOUR CHILD LEARN? YEAR 2 MUSIC

Pupils continue to develop their singing abilities and start to learn how to sing in 2 parts using partner songs and rounds. They start their instrument learning journey by learning to play the Ocarina and developing their musicianship skills by exploring pulse, pitch, rhythm dynamics, tempos. Pupils begin to understand staff notation, focusing on reading rhythmic notation and pitch graphic representation using Dot and Oct-a-pict notation. They develop their creative skills through improvising, and composing. Pupils perform in two performances (Christmas Nativity – singing / speaking, and the Big Summer Ocarina Performance).

Extra-Curricular Opportunities: Singing and Percussion Club, Drama / Musical Club (Please see after school booking system for more details).

Music Overview

<p>SINGING</p> <p>Singing a range of songs in unison increasing accuracy and control.</p> <p>Beginning to develop singing in Harmony (2-parts) using partner songs and simple rounds.</p> <p>Understanding the meanings of dynamics and tempo and using them in singing.</p> <p>Following the conductor / leader and responding to gestures to stop, start, hold, louder, quieter, crescendo and diminuendo.</p> <p>Learning a wide range of songs from memory from different genres and countries.</p> <p>Singing as part of a Mass choir for a performance</p>	<p>INSTRUMENTS</p> <p>What is an Ocarina and where it is from.</p> <p>How to hold and blow the Ocarina</p> <p>When to play, when to not play and resting position.</p> <p>How to play the notes DBAGEDCF#</p> <p>Developing fine motor skills to change pitch in time with the music.</p> <p>Playing a range of songs on the Ocarina using 5-6 notes by memory with increasing accuracy.</p> <p>Reading and following music using rhythmic and Oct-a-pict notation.</p>	<p>COMPOSITION & IMPROVISATION</p> <p>Improvising simple rhythmic patterns & pitch patterns (step, leap and jump patterns) on the Ocarina.</p> <p>Composing 2-4 bars of rhythms in 4/4, 3/4 time and 2/4.</p> <p>Composing simple melodies on the ocarina using 3-5 notes.</p> <p>Combining rhythm with letter/ Oct-A-Pic notation to creating short 2 -4 bar pieces.</p> <p>Performing compositions to the class in pairs and small groups.</p>	<p>LISTENING & APPRECIATION</p> <p>Listening to music from a range of genres on the ocarina.</p> <p>Listening to music on different types of Ocarinas.</p> <p>Exploring music from around the world including Gamelan, Indian Classical, Chinese Traditional, Samba & African Drumming, Caribbean music, and folk music from different countries.</p> <p>Listening to a live performance of music from around the world (Year 6 Djembe drumming performance)</p> <p>Describing the timbre, tempo, and dynamics.</p> <p>Describing how the music makes pupils feel, whether they like it or not and why.</p>
<p>MUSCIANSHIP: PULSE & DURATION</p> <p>What is pulse and rhythm?</p> <p>Identifying and keeping a pulse in 4/4 and 3/4 and 2/4 using body percussion.</p> <p>Showing stronger and weaker beats using body percussion.</p> <p>Rhythmic notation: crotchet, crotchet rest, quaver, quaver rest, minim, minim rest, dotted minim, semibreve, and semibreve rests.</p> <p>Beginning to read rhythms (singing /chant/ play) simple rhythm patterns in 2/4, 4/4, 3/4.</p>	<p>MUSCIANSHIP: RHYTHM</p> <p>What is rhythm?</p> <p>What is the difference between Rhythm and Pulse?</p> <p>Learning about the symbols for crotchet, quavers. and crotchet rests.</p> <p>Identifying and recall rhythmic patterns in 4/4 using crotchets, quavers, and crotchet rests.</p> <p>Performing repeating rhythm patterns (ostinato) whilst keeping in time to a steady beat.</p> <p>Performing copycat rhythm patterns accurately led by the teacher.</p>	<p>MUSCIANSHIP: PITCH</p> <p>What is pitch?</p> <p>The Kodaly names and signs Do, re, mi, fa, sol, lah, ti, doh. (DBAGEDCF#)</p> <p>Identifying (written and aural), step, slide, leap and jump patterns.</p> <p>Singing, and playing (on the ocarina) songs using step, slide, leap, jump pitch patterns.</p>	<p>MUSCIANSHIP: DYNAMICS & TEMPO</p> <p>What is tempo and dynamics?</p> <p>Introducing (through story and movement) the symbols and words for dynamic and tempo:</p> <p>Singing/chanting and playing songs with tempo and dynamic changes.</p>