

# Year 2 Knowledge Organiser

## Model Music Curriculum

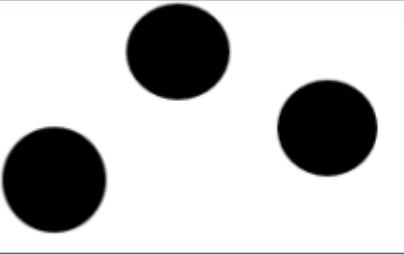
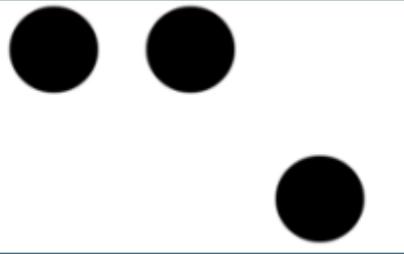
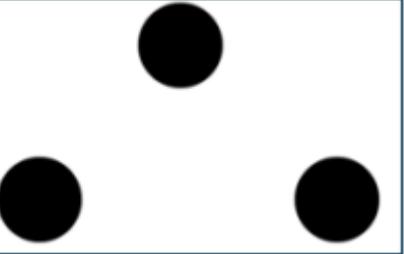


### Key Knowledge

Singing	<ul style="list-style-type: none"> <li>Sing songs regularly with a <b><i>pitch</i></b> range of <b><i>do-so</i></b> with increasing vocal control</li> <li>Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately</li> <li>Know the meaning of <b><i>dynamics</i></b> (loud/quiet) and <b><i>tempo</i></b> (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. <b><i>crescendo, decrescendo, pause</i></b>)</li> </ul>
Listening	See the two yearly St Monica's Recorded Music Schedule
Composing	<ul style="list-style-type: none"> <li>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch)</li> <li>Work with a partner to improvise simple <b><i>question</i></b> and <b><i>answer</i></b> phrases, to be sung and played on <b><i>untuned percussion</i></b>, creating a musical conversation.</li> <li>Use <b><i>graphic symbols, dot notation</i></b> and <b><i>stick notation</i></b>, as appropriate, to keep a record of composed pieces</li> <li>Use music technology, if available, to capture, change and combine sounds.</li> </ul>



## Musicianship

Pulse/Beat	<ul style="list-style-type: none"> <li>• Understand that the speed of the beat can change, creating a faster or slower pace (tempo)</li> <li>• Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo</li> <li>• Walk in time to the beat of a piece of music or song (e.g. La Mousquetaise by Susato). Know the difference between left and right to support coordination and shared movement with others</li> <li>• Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats</li> <li>• Identify the <b>beat groupings</b> in familiar music that they sing regularly and listen to, e.g. <ul style="list-style-type: none"> <li>o in 2 Maple Leaf Rag by Joplin</li> <li>o in 3 The Elephant from Carnival of the Animals by Saint-Saëns</li> </ul> </li> </ul>
Rhythm	<ul style="list-style-type: none"> <li>• Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion</li> <li>• Create rhythms using word phrases as a starting point (e.g. Hello Si-mon or Can you come and play?)</li> <li>• Read and respond to chanted rhythm patterns, and represent them with stick notation including <b>crotchets</b>, <b>quavers</b> and <b>crotchets rests</b></li> <li>• Create and perform their own chanted rhythm patterns with the same stick notation.</li> </ul>
Pitch	<ul style="list-style-type: none"> <li>• Play a range of singing games based on the <b>cuckoo interval</b> (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track</li> <li>• Sing short phrases independently within a singing game or short song</li> <li>• Respond independently to pitch changes heard in short <b>melodic phrases</b>, indicating with actions (e.g. stand up/sit down, hands high/hands low)</li> <li>• Recognise dot notation and match it to 3-note tunes played on <b>tuned percussion</b>, for example:</li> </ul> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="border: 1px solid #ccc; padding: 10px; text-align: center;">  </div> <div style="border: 1px solid #ccc; padding: 10px; text-align: center;">  </div> <div style="border: 1px solid #ccc; padding: 10px; text-align: center;">  </div> </div>