

Year 2 Knowledge Organiser

Model Music Curriculum

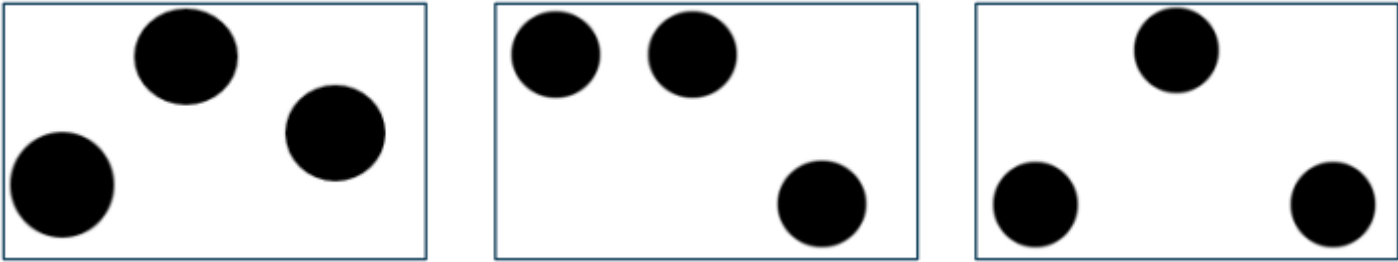


Key Knowledge

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



Musicianship

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