

Music Curriculum Map

| Year 2 | Autumn 1 Historical – Jimi Hendrix | Autumn 2 | Spring 1 | Spring 2 | Summer 1 Current – Ed Sheeran | Summer 2 |
|--|--|---|--|--|---|---|
| | <p><u>I Wanna Play In a Band</u> Genre: Rock Performing collaboratively - compose, perform and assess your own 4-part Rock track using body percussion.</p> <p>I know how to perform simple patterns and accompaniments keeping a steady beat.</p> <p>I know how to play simple rhythmic patterns on an instrument.</p> <p>I know how to create music in response to different starting points</p> | <p><u>Ho, Ho, Ho</u> Genre: Rapping and improvisation Nativity performance opportunities</p> <p>I know how to improve my own work.</p> <p>I know how to sing or clap increasing and decreasing tempo.</p> | <p><u>Hands, Feet, Heart</u> Genre: Afropop Music from a range of cultures</p> <p>I know how to listen out for particular things when listening to music</p> | <p><u>Zootime</u> Genre: Reggae The children will create a short piece using a graphic score to describe an animal - Sensational Safari links</p> <p>I know how to order sounds to create a beginning, middle and an end</p> <p>I know how to use symbols to represent sounds</p> <p>I know how to choose sounds which create an effect.</p> | <p><u>Friendship Song</u> Genre: Pop RSHE links</p> <p>I know how to sing and follow a melody</p> | <p><u>Reflect, Rewind and Replay</u> Genre: Classical The history of music. Look back and consolidate your learning. Learn the language of music</p> <p>I know how to make connections between notations and musical sounds</p> |
| Cross curricular links | Use of percussion to create music linked to the explosions experienced in The Great Fire of London (British Values) | Writing a rap about positive behaviour (RSHE) | African music plus music from other cultures. Link to Sensational Safari topic (Geography). | African animal link – Sensational Safari | Positive relationships (RSHE) | History of music in Cornwall, e.g. carnivals and brass bands (local context) |
| Key Vocabulary- which all children must be familiar with. | Keyboard, drums, bass, electric guitar, saxophone, rock, pulse, rhythm, pitch, compose, perform, improvise, | Keyboard, drums, bass, guitar, saxophone, trumpet, pulse, rhythm, pitch, perform, audience, | Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, | Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, compose, perform, improvise, audience, | Keyboard, drums, bass, electric guitar, saxophone, rock, pulse, rhythm, pitch, compose, perform, improvise, | Recap all previous vocabulary |

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| | audience, dynamics, tempo | rap, improvise, dynamics, tempo | perform, audience, question and answer, melody, dynamics, tempo | dynamics, tempo, melody | audience, dynamics, tempo | |
| Extended writing opportunities | Write a diary entry for Samuel Pepys' diary to mirror own percussion composition. | Writing a rap with Christmas vocabulary and positive mindset vocabulary | Comparing music from different cultures | Factfile of the 'big five' African animals | Write a letter to a friend explaining all of the positive attributes they have | My music learning this year |
| Assessment video/audio recording | Body percussion sequences | Rapping a simple phrase written by the individual pupil | Using musical vocabulary to compare music from a range of cultures | Creating and following a graphic score | Singing the Friendship song | Sing/play following stick notation |
| Model Music Curriculum links | <p>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).</p> <ul style="list-style-type: none"> • Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation | <p>Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).</p> | <p>The teaching and learning of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> | <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Recognise dot notation and match it to 3-note tunes played on tuned percussion.</p> | <p>Sing songs regularly with a pitch range of do-so with increasing vocal control.</p> <ul style="list-style-type: none"> • 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) | <p>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</p> <ul style="list-style-type: none"> • Create and perform their own chanted rhythm patterns with the same stick notation. |