



## Big Ideas

Term: Autumn 1

Year group: 2

Subject: Music

Topic: Musical Me: Singing and playing a song

Prior Knowledge: Children will have heard the words **dynamics, pitch, tempo, rhythm, texture and timbre** and will have used some words to describe these inter-related dimensions of music.

Subject specific (Tier 3) vocabulary: rhythm, beat, melody, dynamics, timbre, notation, pulse, composition

### Musical Elements

Knowledge and understanding

Key Strands

Music / Musicians

**Rhythm** - a regular repeated pattern of sound  
**Beat** - the steady pulse that you feel in the melody/ tune  
**Melody** - the main part of a song or piece of music, known as the tune  
**Dynamics** - volume  
**Timbre** - the different sounds of an instrument  
**Notation** - symbols used to represent the music played  
**Pulse** - the steady beat of the music, like a heartbeat

Performing  
Listening  
Composing  
Learning through the inter-related dimensions of music

Once a Man Fell in a Well – Traditional Song

### Musical Skills

**Singing** and playing untuned instruments at the same time.

**Playing** a melody from letter notation.

**Repeating** a melody by ear.

**Listening** Choosing appropriate dynamics and timbre for a piece of music.

### End point

Children will experiment with timbre, dynamics and sound effects, and use letter notation to write a melody.



## Big Ideas

Term: Autumn 2

Year group: 2

Subject: Music

Topic: Orchestral Instruments: Traditional Stories

Prior Knowledge: Children will have heard the words **dynamics, pitch, tempo, rhythm, texture and timbre** and will have used some words to describe these inter-related dimensions of music.

Subject specific (Tier 3) vocabulary: instrument, orchestra, strings, woodwind, brass, percussion, vocals, sound effect, narrator,

### Musical Elements

Knowledge and understanding

Key Strands

Music/ Musicians

An orchestra is a group of musicians who play instruments together.  
 There are four families of the orchestra: strings, woodwind, brass and percussion  
 Each section has a number of different instruments  
**Strings:** sound is made by plucking or bowing strings  
**Woodwind:** sound is made by blowing air through a reed or mouthpiece  
**Brass:** sound is made by buzzing air through a cup-shaped mouthpiece  
**Percussion:** sound is made by striking, beating or shaking the instrument  
**Pitch** – high or low  
**Tempo** - speed  
**Dynamics** - volume  
**Timbre** – quality of sound

Performing  
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Eric Coates – Three Bears – A phantasy – Classical  
 Doug Harville – A Humoresque Duet for Oboe and Clarinet  
 Bach – Sleeper's Awake – Baroque  
 Rainer Boschog – Sonata for Horn Solo – Modern Classical  
 Charles Fernandez – Frolic for Tuba – Modern Classical  
 Zilzen – Zidjian Performance – Instrumental  
 Robert Lopez – Do You Want to Build a Snowman from Frozen – Musical Theatre

### Musical Skills

**Performing** a story using vocal and instrumental sound effects.

**Recognising** timbre changes.

**Improvising** vocal sound effects for a story.

**Creating** a tune to describe a character.

### End point

Children will compose music based on familiar stories.



## Big Ideas

Term: Spring 1

Year group: 2

Subject: Music

Topic: Myths and Legends

Prior Knowledge:

Subject specific (Tier 3) vocabulary: structure, texture, rhythm, graphic score, beat, stave, notation, dynamics, timbre, pitch, violin, viola, cello, harpsichord, tempo

### Musical Elements

Knowledge and understanding

Key Stands

Music/ Musicians

**Structure** – Is it repetitive? Does it have verses and a chorus?  
Does it have an instrumental section? How is it organised?

**Texture** – Is the texture thick (many sounds) or thin (one instrument/voice)

**Rhythm** - a regular repeated pattern of sound

**Beat** – the steady pulse that you feel in the melody/ tune

**Stave** – 5 lines on which musical notes and symbols are placed

**Notation** – symbols used to represent music played with instruments or sung

**Dynamics** – volume

**Timbre** – the different instruments that can be heard

**Pitch** – how high or low a sound is

**Graphic score** – a picture representation of musical sounds

Graphic scores can be used to show layers of sound

**Tempo** – fast or slow

**Melody** – a tune

Performing  
Listening  
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Learning  
though the  
inter-  
related  
dimensions  
of music

Carthy Waterson – St George – Traditional English folk song  
When Good King Arthur – Nursery Rhyme  
Arnold Bax – Tintagel – Modern Classical  
Gulck - Che farò senza Euridice – Classical  
Offenbach – Orpheus in the Underworld - Romantic

### Musical Skills

**Singing** songs from memory with confidence and accuracy.

**Recognising** structural features.

**Layering** instrumental and vocal sounds and patterns within a given structure.

### End point

Children will perform their composition following a graphic score showing the texture and structure of their composition.



## Big Ideas

Term: Spring 2

Year group: 2

Subject: Music

Topic: African call and response song: Animals

Prior Knowledge: Children will have heard the words **dynamics, pitch, tempo, rhythm, texture and timbre** and will have used some words to describe these inter-related dimensions of music.

Subject specific (Tier 3) vocabulary: timbre, dynamics, tempo, rhythm, beat, call and response, melody, pitch,

### Musical Elements

Knowledge and understanding

Key Strands

Music/ Musicians

**Tempo** - speed

**Dynamics** – volume

**Sound** is a vibration which travels through the air

**Timbre** – the different sounds of an instrument

**Notation** – symbols used to represent the music played

**Rhythm** – a regular repeated pattern of sound

**Beat** – the steady pulse that you feel in the melody/ tune

**Call and response** – one person (or group) sings or plays and then another or a group reply, like the register

**Melody** – the main part of a song or piece of music, known as the tune

**Pitch** – how high or low the sound is

Performing

Listening

Composing

Learning through

the inter-related

dimensions of

music

Relaxing Music with African Drums

– Instrumental

Che Che Kule – Traditional

Ghanaian Children's song

### Musical Skills

**Recognising** playing a short rhythm from simple notation.

**Suggesting** improvements to their work.

**Relating** music to feelings.

**Listening** Creating short sequences of sound on a given idea.

**Appraising** others' work using tempo, dynamics and performance

### End point

Children will create their own call and response rhythms.



## Big Ideas

Term: Summer 1

Year group: 2

Subject: Music

Topic: Dynamics, timbre, tempo and motifs: Space

Prior Knowledge: Children will have heard the words **dynamics, pitch, tempo, rhythm, texture and timbre** and will have used some words to describe these inter-related dimensions of music.

Subject specific (Tier 3) vocabulary: soundscape, timbre, dynamics, tempo, pitch, strings, brass, woodwind, percussion, notation, motif

## Musical Elements

Knowledge and understanding

Key Strands

Music/ Musicians

**String** instruments: violin, viola, cello, double bass  
**Brass** instruments: trumpets, trombones, tubas, French horns  
**Woodwind** instruments: flute, clarinet, oboe  
**Percussion** instruments: snare drum, timpani, bass drum, cymbals  
**Motif** - a small group of notes that are played in a particular order, creating a sound idea that is used in different ways to create a longer piece of music.  
**Tempo** - speed  
**Dynamics** - volume  
**Pitch** - high or low  
**Timbre** - quality/ tone/ sound of the music

Performing  
Listening  
Composing  
Learning through the inter-related dimensions of music

Relaxing Space Ambient Music – Instrumental  
Gustav Holst – Mars, The Bringer of War – Post-romantic  
John Williams – Main theme from Star Wars – Film Soundtrack  
Gustav Holst – Venus, The Bringer of Peace – Post-romantic  
Gustav Holst – Uranus, The Magician – Post-romantic  
Beethoven – 5<sup>th</sup> Symphony in C Minor – Classical  
John Barry – Main theme from James Bond – Film soundtrack  
Ray Parker – Main Theme from Ghostbusters – Film soundtrack

## Musical Skills

**Performing** a melodic motif musically.  
**Listening** for and recognising instrumentation.  
**Creating** a melodic motif from a set of five notes.

## End point

Children will compose a motif changing the dynamics and tempo to enhance their performance representing a journey through space.



## Big Ideas

Term: Summer 2

Year group: 2

Subject: Music

Topic: On this island: British songs and sounds

Prior Knowledge: Children will have heard the words **dynamics, pitch, tempo, rhythm, texture and timbre** and will have used some words to describe these inter-related dimensions of music.

Subject specific (Tier 3) vocabulary: dynamics, pitch, structure, texture, timbre, tempo, duration, folk song, British Isles, city, countryside, seaside.

## Musical Elements

Knowledge and understanding	Key Strands	Music/ Musicians
<p><b>Folk songs</b> are traditional songs that have been handed down through generations and represent a county's heritage. They often have a simple melody.</p> <p><b>Dynamics</b> - volume</p> <p><b>Pitch</b> - how high or low the sound is</p> <p><b>Structure</b> – how the music organised (verse, chorus)</p> <p><b>Texture</b> – the layers of music (how thin or thick the music is)</p> <p><b>Timbre</b> - quality/ tone/ sound of the music</p> <p><b>Tempo</b> - speed</p> <p><b>Duration</b> – how long or short the notes are</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>Learning though the inter-related dimensions of music</p>	<p>My Bonnie Lies Over the Ocean – Traditional Scottish folk song</p> <p>Arnold Bax – Tintagel – Modern classical</p> <p>Vaughan Williams – The Lark Ascending – Post-romantic</p> <p>Eric Coates – London Suite – Modern classical</p>

## Musical Skills

**Singing** with confidence and expression.

**Using** musical vocabulary to describe the music they hear.

**Creating** and making improvements to a soundscape.

## End point

Children will compose and perform a piece of music with a clear structure, layering multiple different sounds about three distinct environments.