



Year 2 Music Subject Map

National Curriculum aims:

Across Key Stages 1 & 2:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians (Music Appreciation)
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated including through the inter-related dimensions: pitch, duration, dynamics, temp, timbre, texture, structure and appropriate musical notations.

Key Stage 1 specific:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Autumn Term 1 – Rhythm and Pulse focus

Lesson & Area of Learning	Skill focus	Context
Lesson 1 Rhythm & Pulse 1	NC: Use voices expressively and creatively by singing songs and speaking chants and rhymes. <ul style="list-style-type: none"> • I can continue to learn and experience what is meant by a pulse or steady beat. • I can learn to keep a pulse through actions while singing a song and to follow a changing tempo. 	Children will use chant to adapt their responses by timbre of voice, rhythm and action. Eg Who has a Brother, Boom chick a Boom etc. They will respond to a changing steady beat played by the teacher; showing different actions for slow, medium, fast.
Lesson 2 Rhythm & Pulse 2	NC: Use voices expressively and creatively by singing songs and speaking chants and rhymes/perform with others <ul style="list-style-type: none"> • I can consolidate my understanding of pulse through practical activities such as clapping games with partners. 	Children will review familiar chants and rhyme. They will practise using one musical skill by anticipating another, led by the teacher. Children will learn a clapping sequence to A Sailor went to Sea Sea Sea, then invent their own sequence with a partner.
Lesson 3 Rhythm &	NC: Use voices expressively and creatively by singing songs and speaking chants and rhymes/understand and explore duration/understand and explore appropriate	Children will revise the crotchet, quaver and rest -and how they are symbolised.

Pulse 3	<p>musical notation/experiment with and combine sounds/perform with others.</p> <ul style="list-style-type: none"> ● I can understand the difference between rhythm and pulse ● I can use the rest symbol and read and internalise rhythmic patterns. ● I can understand ostinatos 	<p>Using Peas Pudding Hot, children will understand and read the written rhythm and explore using actions.</p> <p>The children will form groups to learn and perform different lines of rhythm: pulse, rhythm and ostinato.</p>
Lesson 4 Rhythm & Pulse 4	<p>NC: Use voices expressively and creatively by singing songs and speaking chants and rhymes/understand and explore duration/understand and explore appropriate musical notation/experiment with and combine sounds/play untuned instruments musically /perform with others.</p> <ul style="list-style-type: none"> ● I can transfer my experience of rhythm and pulse on to percussion instruments. ● I can work in a group. ● I can listen to others, start and finish at the same time and keep a steady pulse. ● I can perform and appraise. 	<p>Children will repeat skills from earlier lessons and practise responding to the written notations they reviewed last lesson.</p> <p>Children will learn the terms ‘tuned’ and ‘untuned’ with regard to percussion instruments (and the definition of percussion). Using claves they will learn the correct techniques for playing, and practise playing accurate rhythms.</p> <p>Using Peas Pudding Hot learned the previous week, children will play together in small groups, concentrating on their accuracy of rhythm and pulse.</p>
Lesson 5 Music Appreciation 1	<p>NC: Listen with concentration and understanding to a range of high-quality live and recorded music</p> <ul style="list-style-type: none"> ● I can recognise the piece Bolero by Ravel ● I can understand an ostinato rhythmic pattern ● I can understand dynamics and how a crescendo can be achieved. 	<p>Children will listen to Bolero by Ravel and begin to hear and understand the ostinato pattern.</p> <p>Children will use untuned percussion instruments to recreate the ostinato pattern, and to work together to create changing dynamics.</p> <p>Children will perform together as an ensemble.</p>
Lesson 6 Rhythm & Pulse 5	<p>NC: Understand and explore duration/use voices expressively and creatively by singing songs and speaking and chanting rhymes/understand and explore appropriate musical notations/experiment with and combine sounds/perform music with others</p> <ul style="list-style-type: none"> ● I can demonstrate my experience of rhythm and pulse ● I can internalise rhythms and phrases with increasing aural memory. 	<p>Children will learn and sing Diddle Diddle Dumpling. They will learn to internalise the rhythm and substitute given words with actions.</p> <p>More confident children will have the opportunity perform a solo.</p> <p>Similar skills will be practised using the action song Ding Dong.</p>
Lesson 7 Outdoor Music 1	<p>NC: Understand and explore duration/understand and explore appropriate musical notations/experiment with, create and select sounds/perform with others</p> <ul style="list-style-type: none"> ● I can play the outdoor instruments with the correct 	<p>Children have been introduced to the fixed outdoor instruments in Year 1.</p> <p>Using rhythm notation displayed by the teacher, they will form small groups, using the outdoor instruments and the bamboo</p>

	<p>technique</p> <ul style="list-style-type: none"> • I can perform with others to create music 	tamboos to create performances.
Autumn Term 2 - Rhythm & Pulse focus		
Lesson & Area of Learning	Skill focus	Context
Lesson 1 Rhythm & Pulse 6	<p>NC: Understand and explore duration/understand and explore appropriate musical notations/experiment with, create and select sounds/perform with others.</p> <ul style="list-style-type: none"> • I can listen with concentration and internalise and recall sounds with increasing aural memory. • I can compose and perform rhythm patterns in groups. • I can listen to others and start and finish at the same time keeping to a steady pulse. • I can appraise and improve my work. 	<p>Using notation patterns displayed in the class, the children will learn then memorise 4 bar rhythms to form a longer sequence.</p> <p>Using familiar notations, the children will represent each crotchet, quaver or rest with an action.</p> <p>They will then work in smaller groups to create their own rhythm pattern and write it down to perform.</p>
Lesson 2 Outdoor Music 2	<p>NC: Experiment with, create select and combine sounds using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> • I can create a graphic score based on the outdoor environment. 	<p>Children will listen to the soundscape of the school's outdoor areas.</p> <p>Children will consider the sounds they heard and how they could be represented by symbols.</p> <p>Children will consider the order and dynamic of the sounds to create then perform a simple graphic score.</p>
Lesson 3 Instruments 1	<p>NC: Explore timbre and duration/play untuned instruments musically.</p> <ul style="list-style-type: none"> • I can explore different instrumental sounds and how they can be played. • I can play un-tuned instruments carefully, following instructions of gestures, symbol cards and word cues. • I can count, internalise and play instruments to a steady pulse. 	<p>Children will take turns to play percussion instruments that require different techniques to play.</p> <p>They will respond to a conductor, follow along to a recorded piece of music, and respond to different symbols to explore polyphony in groups.</p>
Lesson 4 Instruments 2	<p>NC: Explore duration/use voices expressively by singing songs and speaking chants and rhymes/explore timbre/play untuned instruments musically.</p> <ul style="list-style-type: none"> • I can follow gestures, symbol and word-cue 	<p>Children will use a range of familiar untuned percussion instruments to play along to songs, using the instruments to musically emphasise particular elements.</p> <p>They will respond to a conductor to play on different beats of the</p>

	<p>instructions while playing un-tuned percussion instruments.</p> <ul style="list-style-type: none"> • I can play to a steady pulse as an accompaniment to my singing. • I can count, internalise and play on a chosen number. • I can comment on the different sounds of the instrument categories. 	bar and at different tempi.
Lesson 5 Instruments 3	<p>NC: Explore duration/use voices expressively by singing songs and speaking chants and rhymes/explore timbre/play untuned instruments musically.</p> <ul style="list-style-type: none"> • I can use Bamboo Tamboo instruments to create familiar rhythmic patterns. • I can create structured rhythmic patterns • I can chant and play instruments in two parts. 	Children will be introduced to the Bamboo Tamboo. They will learn the correct techniques for bouncing and tapping the instrument. They will hear the differences in the pitch of the different coloured instruments and work in colour groups and independently to play in two parts. The outdoor stage will be used if the weather permits.
Lesson 6 Singing	<p>NC: Understand and explore duration/use voices expressively and creatively by singing songs and speaking chants and rhymes/perform music with others</p> <ul style="list-style-type: none"> • I can prepare songs for a public performance • I can learn and practise songs to an appropriate performance standard. • I can perform to a wider audience and take pride in my achievements. 	Children will learn and practise Christmas songs selected for the school's annual Carol Concert
Lesson 7 Singing	<p>NC: Understand and explore duration/use voices expressively and creatively by singing songs and speaking chants and rhymes/perform music with others</p> <ul style="list-style-type: none"> • I can prepare songs for a public performance • I can learn and practise songs to an appropriate performance standard. • I can perform to a wider audience and take pride in my achievements. 	Children will learn and practise Christmas songs selected for the school's annual Carol Concert
Lesson 8 Music	<p>NC: Listen with concentration and understanding to a range of high-quality live and recorded music</p> <ul style="list-style-type: none"> • I can recognise that different cultures have different 	<p>Music Appreciation – One World Specific</p> <p>Children will listen and watch a video of a live performance of a</p>

Appreciation	<p>music traditions</p> <ul style="list-style-type: none"> • I can listen to /watch performances of music and comment on what I can hear and see • I can recreate techniques from different cultures using the skills I have learnt. 	<p>noted player/performer within the chosen genre. They will make open responses to any elements they observe and these will be used to answer questions, compare examples and to allow the children to recreate some elements of the performance themselves.</p>
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Spring Term 1 – Pitch focus

Lesson & Area of Learning	Skill focus	Context
Lesson 1 Pitch 1	<p>NC: Explore pitch/ use voices expressively and creatively by singing songs.</p> <ul style="list-style-type: none"> • To understand the difference between the singing and the speaking voice. • To experiment with different timbres of voice. • To pitch-match and sing solos on the notes SO and Mi. 	<p>Children will use their voices to match the expression of the teacher. Children will follow written rhythm patterns to change between singing and speaking voices. Using singing games, the children will have the opportunity to sing brief solo responses, using SO and MI (G and E) to pitch match the teacher and each other.</p>
Lesson 2 Pitch 2	<p>NC: Explore pitch/ use voices expressively and creatively by singing songs.</p> <ul style="list-style-type: none"> • To reinforce understanding of high and low notes. • TO learn to sing the notes SO and MI to accurate pitch. • To sing solos on SO and MI • To keep to a steady pulse. 	<p>Children will sing and chant familiar songs and rhymes, using a range of different timbres of voice. They will clap and use body percussion to demonstrate their recognition of changing pitch and dynamics.</p>
Lesson 3 Pitch 3	<p>NC: Explore pitch/ use voices expressively and creatively by singing songs/ explore pitch</p> <ul style="list-style-type: none"> • To learn to sing the SOLFA names of SO and MI and to use the hand signs. • To read and sign from notation using Ta, T-te and SO and MI. 	<p>Children will be introduced to the character story and hand signs for SO and MI (Sophie and Mikhail). Children will sing rhythm patterns to practise and embed their understanding of SO and MI pitches.</p>
Lesson 4	<p>NC: Understand and explore pitch and duration/ use voices expressively and creatively by singing songs.</p>	<p>Children will sing familiar songs now using the SO and MI hand signs they have learnt.</p>

Pitch 4	<ul style="list-style-type: none"> To keep a steady pulse and clap an accurate rhythm using the rhythm names Ta and Te-te. To read and sing from rhythm and pitch notation using solfa names with hand signs – So and Mi. To sing solos. 	Children will take the opportunity to sing solo lines whilst passing the singing game Rain Rain Go Away around a circle. They will then use the written notation of RRGGA to sing, clap, tap and use hand signs.
Lesson 5 Outdoor Music 3	<p>NC: Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> To understand how ‘shaker’ instruments make sound. To select their own found materials to use a filling for their own shaker. 	Children will look at existing shakers and understand how they are constructed and filled. Using given resources and their own found resources, they will make their own shaker and play it with others.
Lesson 6 Music Appreciation 3	<p>NC: Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <ul style="list-style-type: none"> To recognise The Aquarium by Saint-Saens. To understand how composers can use instruments, pitch and dynamics to create a deliberate environment. 	Using The Aquarium by Saint-Saens the children will first listen to the opening of the music. They will then identify the instruments (piano, strings etc) and begin to discriminate between the different pitches and dynamics played by each group. They will use symbols and instruments to perform their own Aquarium pieces.

Spring Term 2 – Pitch focus

Lesson & Area of Learning	Skill focus	Context
Lesson 1 Singing	<p>NC: Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> To learn songs by heart To perform to an audience 	Children will learn by heart songs to perform in the Mother’s Day assembly.
Lesson 2 Singing	<p>NC: Use voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> To learn songs by heart To perform to an audience 	Children will learn by heart songs to perform in the Mother’s Day assembly.

Lesson 3 Pitch 5	<p>NC: Play tuned instruments musically/ understand and explore pitch/use voices expressively and creatively by singing songs.</p> <ul style="list-style-type: none"> To sing solos To internalise and recall melodic phrases To play tuned instruments to a steady pulse as an accompaniment to singing. To improvise instrumental patterns. 	<p>Children will keep a steady pulse whilst improvising actions for the class to follow. Using the song Starlight, children will improvise their wish (keeping the steady pulse), then add chime bars to accompany their singing.</p>
Lesson 4 Outdoor Music 4	<p>NC: Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> To use equipment and instruments to accompany movement games. To improvise movement, starting and stopping to a given rhythm. 	<p>Children will join in music and movement games led by the teacher, involving percussion, balls and hoops. Children will respond to a changing beat and changing pitch by using their equipment in different ways.</p>
Lesson 5 Music Appreciation 4	<p>NC: Listen with concentration and understanding to a range of high-quality live and recorded music</p> <ul style="list-style-type: none"> To recognise Air on a G string by JS Bach. To make mindful movements considering tempo, pulse and dynamics. 	<p>Children will listen to Air on a G string by JS Bach and make slow, mindful, movements to accompany the music. Children will be introduced to the term Basso Continuo and understand how this underpins the music. Children will consider how they feel when listening to the music and create their own 'painting' movements using body shapes and scarves. Children will perform a short sequence of movements to the class.</p>

Summer Term 1 – Pitch & Outdoor focus

Lesson & Area of Learning	Skill	Context
Lesson 1 Pitch Lesson 6	<p>NC: Understand and explore pitch and duration/ understand and explore appropriate musical notations/play tuned instruments musically/ use voices expressively and creatively by singing songs/ perform with others.</p> <ul style="list-style-type: none"> I can learn a new pitch I can listen with concentration, and internalise and recall sounds with increasing aural memory. I can play tuned instruments to the rhythm and to the pulse. 	<p>Children will be introduced to La (A) on the solfa scale. They will sing rhythm patterns using the correct hand signs and progress onto more complex rhythm patterns incorporating So and Mi with which they are already familiar.</p>

	<ul style="list-style-type: none"> I can show recognition of changes in pitch. 	
Lesson 2 Music Appreciation 5	<p>NC: Listen with concentration and understanding to a range of high-quality live and recorded music</p> <ul style="list-style-type: none"> I can listen to /watch performances of music and comment on what I can hear and see I can recognise Peter's Theme from Peter and the Wolf by I can understand and discuss how music can describe a person's character and emotions. 	<p>Children will focus on Peter's Theme from Peter and the Wolf (with which they are already familiar). They will consider the character of Peter, and how Prokofiev has used instrumentation, dynamics, temp and motif to represent Peter.</p> <p>Children will use a variety of instruments to compose their own themes for different emotions.</p>
Lesson 3 Instruments 3	<p>NC: Experiment with and select sounds/ explore timbre and duration/ play untuned instruments musically/use voices expressively by singing songs and speaking chants and rhymes/perform with others.</p> <ul style="list-style-type: none"> I can internalise and recall longer rhythm patterns. I can create musical patterns from chosen symbols orders and to practice playing them on instruments with different timbres. I can follow cue words and to play to a steady pulse to accompany my singing. 	<p>Using tappers, scrapers, bells and shakers, children will practise and perform a sequence of rhythms from changing cue cards.</p> <p>The children will then develop their own, longer sequences in small groups.</p>
Lesson 4 Outdoor Music 6	<p>NC: Experience pitch and duration/ use voices expressively and creatively by singing songs with others.</p> <ul style="list-style-type: none"> I can learn and take part in new and familiar singing games. I can sing with a sense of shape of the melody and with rhythmic accuracy. I can walk to a steady pulse in a well-formed circle. I can clap and stamp to a steady pulse while singing. I can sing a solo or in a small group with confidence and move within a clear musical time frame. I can follow cue word actions. I can improvise actions to a steady pulse. 	<p>Children will play a variety of circle games involving accurate movement and turn taking.</p> <p>Children will improvise actions for others to follow, and will respond within the steady pulse.</p>
Lesson 5 OM6 Singing	<p>NC: Perform with others/ use voices expressively by singing songs and speaking chants and rhymes/experience duration and pitch.</p> <ul style="list-style-type: none"> I can learn and take part in singing games and 	<p>Children will learn and practise songs and chants to accompany skipping rope and French skipping games.</p> <p>In small groups they will also perform to others and appraise</p>

Games	<p>skipping chants.</p> <ul style="list-style-type: none"> • I can chant with rhythmic accuracy and sing with a sense of the shape of the melody. • I can jump and coordinate moves to a steady pulse while singing/chanting. • I can walk to a steady pulse in a well-formed circle. • I can perform and appraise. 	each others work.
Lesson 6 MKMH Music Festival	<p>NC: Understand and explore duration/use voices expressively and creatively by singing songs and speaking chants and rhymes/perform music with others</p> <ul style="list-style-type: none"> • I can prepare songs for a public performance • I can learn and practise songs to an appropriate performance standard. • I can perform to a wider audience and take pride in my achievements. 	Children will learn and practise songs selected as part of the MK Music Hub Music Festival.

Summer Term 2 – Pitch & Outdoor focus

Lesson & Area of Learning	Skill focus	Context
Lesson 1 MKMH Music Festival	<p>NC: Understand and explore duration/use voices expressively and creatively by singing songs and speaking chants and rhymes/perform music with others</p> <ul style="list-style-type: none"> • I can prepare songs for a public performance • I can learn and practise songs to an appropriate performance standard. • I can perform to a wider audience and take pride in my achievements. 	Children will learn and practise songs selected as part of the MK Music Hub Music Festival.
Lesson 2 MKMH Music Festival	<p>NC: Understand and explore duration/use voices expressively and creatively by singing songs and speaking chants and rhymes/perform music with others</p> <ul style="list-style-type: none"> • I can prepare songs for a public performance • I can learn and practise songs to an appropriate performance standard. 	Children will learn and practise songs selected as part of the MK Music Hub Music Festival.

	<ul style="list-style-type: none"> I can perform to a wider audience and take pride in my achievements. 	
Lesson 3 MKMH Music Festival	<p>NC: Understand and explore duration/use voices expressively and creatively by singing songs and speaking chants and rhymes/perform music with others</p> <ul style="list-style-type: none"> I can prepare songs for a public performance I can learn and practise songs to an appropriate performance standard. I can perform to a wider audience and take pride in my achievements. 	Children will learn and practise songs selected as part of the MK Music Hub Music Festival.
Lesson 4 Music Appreciation Presley – Hound Dog	<p>NC: Listen with concentration and understanding to a range of high-quality live and recorded music</p> <ul style="list-style-type: none"> I can listen to performances of music and comment on what I can hear. I can identify an ostinato pattern. I can begin to identify a bass line pattern. 	<p>Children will listen to Elvis Presley's 'Hound Dog'. They will identify instruments, rhythms and ostinato patterns.</p> <p>Children will begin to listen for and understand the simple principles of 12 bar blues.</p>
Lesson 5 Instruments 4	<p>NC: Explore timbre and duration/play untuned instruments musically/use voices expressively by singing songs and speaking chants and rhymes/perform with others.</p> <ul style="list-style-type: none"> I can play un-tuned instruments to word cue instructions. I can play to a steady pulse to accompany my singing. I can internalise word patterns and play instruments in 2 parts. 	<p>Children will use percussion instrument to accompany songs and rhymes.</p> <p>They will practise unison and section parts according to the grouping of their instruments.</p>
Lesson 6 Outdoor Music 7 (singing games)	<p>NC: Perform with others/ use voices expressively by singing songs and speaking chants and rhymes/experience duration and pitch</p> <ul style="list-style-type: none"> I can learn and take part in new and familiar circle games. I can sing with a sense of the shape of the melody and with rhythmic accuracy. I can follow cue word actions and move to a musical time frame. 	<p>Children will learn further singing games and further their skills by responding accurately to cues at pace, and with the appropriate action.</p> <p>Children will have the opportunity to take the lead role in circle games.</p> <p>In half class groups children will learn, perform and appraise new singing games.</p>

	<ul style="list-style-type: none"> • I can lead the class with solo singing. • I can walk, stamp and clap to a steady pulse while singing. • I can perform and appraise. 	
<p>Lesson 7</p> <p>End of Year Celebrations</p>	<p>NC: Understand and explore duration/use voices expressively and creatively by singing songs and speaking chants and rhymes/perform music with others</p> <ul style="list-style-type: none"> • I can prepare songs for a public performance • I can learn and practise songs to an appropriate performance standard. • I can perform to a wider audience and take pride in my achievements. 	<p>Children will learn and practise songs selected for their end of year and leavers' celebrations.</p>