

THORNDOWN PRIMARY SCHOOL - MODEL MUSIC CURRICULUM PROGRESSION DOCUMENT

YEAR 2

SINGING

- 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*)

Little Sally Saucer
 Trad. Star Light, Star Bright, First Star I See Tonight
 Trad. Hey, Hey, Look at Me
 Trad. Rain, Rain Go Away
 Trad. Acka Backa
 Voicelinks: The King is in the Castle
 Young Voiceworks: Ebenezer Sneezer
 Trad. Oats and Beans and Barley Grow
 Singing Sherlock I: Teddy Bear Rock n Roll
 Trad. Oliver Cromwell
 Trad. Lovely Joan
 Trad. Searching for Lambs
 Voicelinks: Fireworks
 Trad. Bangladesh: Hatti - ma tim tim (An Imaginary Bird)
 Trad. Bangladesh: Charti Kula beng (Four Fat Frogs)
 Trad. Australia: I Got Kicked by a Kangaroo
 Trad. America: Built My Lady a Fine Brick House
 Sing Up: Paintbox

LISTENING

Western Classical Tradition and Film

Title	Composer	Period
Night Ferry	Anna Clyne	21st Century
Bolero ²	Ravel	20th Century
Rondo alla Turca	Mozart	Classical
Mars from <i>The Planets</i>	Holst	20th Century

Popular Music

Style	Title	Artist(s)
Rock n Roll	Hound Dog	Elvis Presley
Pop	With A Little Help from My Friends	The Beatles
Art Pop	Wild Man	Kate Bush
Blues	Runaway Blues	Ma Rainey

Musical Traditions

Country	Tradition	Title	Artist/Composer
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown

Songs are saved in Y2 resource folder

COMPOSING

- 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.

<p>MUSICIANSHIP</p> <ul style="list-style-type: none"> *Pulse/Beat *Rhythm *Pitch 	<p>Pulse/Beat</p> <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. in 2 Maple Leaf Rag by Joplin, in 3 The Elephant from Carnival of the Animals by Saint-Saëns 	<p>Saved in Y2 folder</p>
<p>MUSICIANSHIP</p> <ul style="list-style-type: none"> *Pulse/Beat *Rhythm *Pitch 	<p>Rhythm</p> <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. 	

MUSICIANSHIP

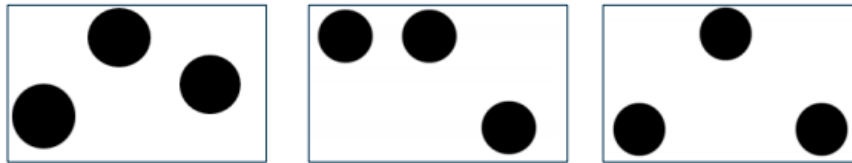
*Pulse/Beat

*Rhythm

*Pitch

Pitch

- 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:



- Children can then create their own examples