Year 2 Sparkyard Music Curriculum Key Learning and Skills Overview

Key Learning

TERM 1: Time To Play – Exploring Pulse and Rhythmic Patterns	TERM 2: Musical Moods and Pictures	TERM 3: Patterns with Pitch – Exploring Pitch and Melody
Children can: • Develop ensemble skills through singing a range of songs and musical passing games • Learn to recognise the difference between pulse and rhythm • Investigate different ways to play rhythms, varying instrumental timbre and dynamics • Play a rhythmic accompaniment to a song or poem, selecting suitable sounds and timbre • Create simple four-beat rhythms and represent using graphic notation Listen with concentration to a range of music, recognising rhythmic features	Children can: • Learn how songs and music can communicate different emotions • Investigate different ways to express the mood of a song, adding facial expressions and changing voice • Work as a class and in small groups to compose and improvise music on the theme of weather • Explore instrumental and vocal timbres, selecting sounds to match a mood, character or theme • Learn to follow and give simple musical instructions • Use songs to inspire a simple soundscape Listen to music and represent sounds using a range of graphic symbols	Children can: • Describe pitch and timbre of instruments • Play simple listening games, using movement to describe the direction of pitch • Sing songs, developing pitch matching skills and perform them with actions and movement • Learn to use their voices creatively, following graphic notations such as vocal story maps and pipe cleaner notation • Learn to play simple melodies and accompaniments using tuned percussion • Prepare songs and music for a class performance

Skills Overview:

The Sparkyard Music Curriculum for Y2 enables children to develop a range of skills in singing, playing, listening, composing, improvising and exploring notations. The 'at glance' table identifies termly coverage, and you will see that many skills are revisited across the course of the year.

Use these statements to build a picture of the musical learning in your class. Not only can they aid your planning, but they can also give you some ideas of the things to look out for when your class are engaged in any kind of musical activity.

Becoming a musician, even simply learning to engage actively with music, means nurturing a range of positive behaviours. These behaviours are central to almost every lesson in Y2 and you can aim for your class to:

- Explore, sing and perform a range of age-appropriate songs as a class
- Work collaboratively as a class and in small groups, trying out musical ideas and making improvements where necessary
  Talk about music making, identifying things that they enjoy or work well

It is also important to recognise that musical learning takes place both in and outside the classroom. We know that musical learning will be strengthened through regular opportunities to practise and celebrate music making with others so in Y2 we recommend that children:

- Revisit songs and musical activities throughout the week
- Perform songs to other classes or in assemblies each term
- Share and practise songs at home using the Sparkyard share link.

Our Sparkyard Music Curriculum will enable children in Y2 to develop these **SINGING** and **PLAYING** skills:	Term 1: **TIME TO PLAY EXPLORING PULSE**	Term 2: **MUSICAL MOODS AND PICTURES**	Term 3: **PATTERNS WITH PITCH**
1. Sing songs, chants and rhymes regularly with a good sense of pulse and rhythm and increasing vocal control	√	√	√
2. Sing songs and play singing games, copying pitch patterns accurately *	√	√	√
3. Sing short phrases independently as part of a singing game or short song		√	√
4. Respond to visual performance directions and musical instructions and symbols (e.g. dynamics f, p, <, >)	√	√	√
5. Perform rhythmic patterns accurately and invent rhythms for others to copy on untuned percussion or body percussion	√		
6. Play simple repeated rhythms or melody (ostinato)	√		√
7. Explore word rhythms when singing songs, transferring rhythms to instruments or body percussion	√		√
8. Control simple dynamics and tempo when singing and playing	√	√	√
9. Play simple melodies and accompany songs using tuned percussion			√
10. Explore ways to communicate the mood of a song (e.g. adding facial expression, changing dynamics)		√	√
11. Perform to an audience**			√

*You can develop this skill when learning any of our songs. Take advantage of the double-click feature on our WOS player -double-click a line and get the class to sing it back!

** This skill isn't mentioned in every lesson because performing to an audience doesn't always have to involve a hall of parents! Get the class performing to each other on a regular basis or how about an Impromptu performance of the song they are working on the school playground. Singing and sharing musical learning with another class is a great way to develop musicianship and get your class working and thinking like performers!

Our Sparkyard Music Curriculum will enable children in Y2 to develop these **LISTENING** skills, and knowledge about **GENRE / HISTORY / MUSICIANS**	Term 1: **TIME TO PLAY EXPLORING PULSE**	Term 2: **MUSICAL MOODS AND PICTURES**	Term 3: **PATTERNS WITH PITCH**
1. Listen with understanding to music from a range of different periods, styles and share ideas and opinions about the music.	√	√	√
2. Listen to and describe simple changes in dynamics, tempo, pitch and articulation using appropriate musical vocabulary (faster, slow, spiky, smooth, loud, soft, getting louder/quieter) and say how it effects the music	√	√	√
3. Listen to and interpret features in recorded or live music using dance, art or drama	√	√	√
4. Move to the pulse of familiar music, coordinating movements and recognising changes in tempo	√	√	√
5. Respond independently to pitch changes heard in melodic phrases, indicating with actions			√

Our Sparkyard Music Curriculum will enable children in Y2 to develop these **COMPOSITION** and **IMPROVISATION** skills:	Term 1: **TIME TO PLAY EXPLORING PULSE**	Term 2: **MUSICAL MOODS AND PICTURES**	Term 3: **PATTERNS WITH PITCH**
1. Create music in response to a non-musical stimulus	√	√	
2. Compose or improvise simple descriptive sounds to match a mood, character or theme		√	
3. Recognise and explore how to change and combine sounds to create simple effects		√	
4. Explore musical structures, choosing and ordering sounds	√	√	√
5. Recognise and explore how to change and combine sounds to create simple effects		√	
6. Use music technology, if available to capture change and combine sounds			
7. Create rhythmic patterns from various stimuli, eg spoken words	√		
8. Compose simple melodies using a given range of notes			√
9. Collaborate with others, trying out musical ideas and make improvements where necessary	√		

Our Sparkyard Music Curriculum will enable children in Y2 to develop these **NOTATION** skills:	Term 1: **MOVE TO THE BEAT**	Term 2: **EXPLORING SOUNDS**	Term 3: **HIGH OR LOW?**
1. Invent graphic notations to represent simple features of music (e.g. dynamics and tempo)		√	√
2. Use graphic notation to represent rhythmic or melodic patterns	√	√	√
3. Use graphic symbols to keep a record of a composed piece		√	√
4. Follow graphic notations to guide singing and playing	√	√	√