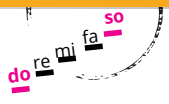


Model Music Curriculum Year 2 Knowledge Organiser

Singing



- Sing songs regularly with a pitch range of **do-so** with increasing vocal control (C-G or E-B or F-C)
- Sing short phrases independently
- 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)
- Demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)



Listening



- Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are **listening to, singing and playing.**
- Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.



Composing


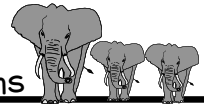


- Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).
- Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.
- Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.
- Use music technology, if available, to capture, change and combine sounds.



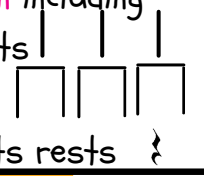
Pulse



- Walk in time to the beat of a piece of music or song.
- Recognise any changes in **tempo** (faster/slower)
- 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 

Rhythm

- Copycat rhythms
- Copy a leader, and invent rhythms for others to copy
- Create and perform chanted rhythm patterns
- Represent rhythm patterns using **stick notation** including crotchets, quavers, crotchets rests



Pitch

- Singing games based on the cuckoo interval (**so-mi**)
- Respond to changes in pitch 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 