'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Curriculum Map: Music Year 2

	Autumn 1 **Musical Me**	Autumn 2 **Nativity Performance**	Spring 1 **West African Call and Response Song**	Spring 2 **Orchestral Instruments (Traditional Western Stories)**	Summer 1 **Dynamics, timbre, tempo and motifs (Space)**	Summer 2 **Myths and Legends**
Content Declarative Knowledge 'I know'	*To know what a melody is *To know what an accompaniment is *To know what notation means *To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.	*To understand that structure means the organisation of sounds within music. eg a chorus and verse pattern in a song *To know that dynamics can change the effect a sound has on the audience	*To know spoken phrases can be represented as a rhythm *To know that tempo can be changed to change the effect *To understand that an instrument can be matched to an animal noise based on its timbre	*To know what woodwind, stringed and brass instruments make sound *To know that different tuned instruments have different ranges	*To know what a soundscape is *To know what a composer is *To know what a motif is	*To know that a graphic score can show a picture of the structure of music *To know that 'Tintagel' is an example of a 'symphonic poem' written by Artur Bax in 1917
Skills Procedural Knowledge 'I know how to'	**Listening** *Recognising timbre changes *Recognising structural features *Beginning to use musical vocabulary *Identifying melodies that move in steps *Listening to and repeating a short, simple melody by ear	**Performing** *Using their voices expressively when singing, including the use of basic dynamics *Singing short songs from memory, with melodic and rhythmic accuracy *Copying longer rhythmic patterns,	**Listening** *Recognising timbre changes *Recognising structural features *Beginning to use musical vocabulary *Listening to and repeating a short, simple melody by ear *Suggesting improvements to	**Listening** *Recognising timbre changes *Recognising structural features *Listening to and recognising instrumentation *Beginning to use musical vocabulary *Suggesting improvements to	**Listening** *Recognising timbre changes *Recognising structural features *Listening to and recognising instrumentation *Beginning to use musical vocabulary *Suggesting improvements to	**Listening** *Recognising timbre changes *Recognising structural features *Listening to and recognising instrumentation *Suggesting improvements to their own and others' work

	*Suggesting improvements to their own and others' work **Composing** *Selecting and creating short sequences of sound to represent a given idea *Creating simple melodies from five or more notes * Using letter name and graphic notation to represent their composition **Performing** *Singing back short melodic patterns by ear and playing short melodic patterns from letter notation *Know when to choose particular dynamics, tempo and timbre for a piece of music	keeping a steady pulse. *Performing expressively *Know when to use expression to enhance a performance	their own and others' work **Composing** *Selecting and creating short sequences of sound to represent a given idea * Using letter name and graphic notation to represent their composition *Beginning to suggest improvements to their own work **Performing** *Singing short songs from memory, with melodic and rhythmic accuracy *Copying longer rhythmic patterns keeping a steady pulse.	their own and others' work **Composing** *Selecting and creating longer sequences of appropriate sounds to represent a given idea *Beginning to suggest improvements to their own work **Performing** *Performing expressively *Know when to choose particular dynamics, tempo and timbre for a piece of music	their own and others' work **Composing** *Selecting and creating short sequences of sound to represent a given idea *Creating simple melodies from five or more notes * Using letter name and graphic notation to represent their composition **Performing** *Using their voices expressively when singing, including the use of basic dynamics *Performing expressively *Know when to choose particular dynamics, tempo and timbre for a piece of music	**Composing** *Selecting and creating short sequences of sound to represent a given idea *Successfully combining and layering several instrumental and vocal patterns within a given structure * Using letter name and graphic notation to represent their composition **Performing** *Copying longer rhythmic patterns keeping a steady pulse. *Performing expressively *Know when to choose particular dynamics, tempo and timbre for a piece of music
Vocabulary	Rhythm, dynamics, beat, pulse, timbre, melody, notation	Percussion, pulse, rhythm, in time, performance, sing, tune, verse, voice	Timbre, tempo, rhythm, dynamics, structure, call and response	Orchestra, strings, brass, vocals, timbre, instruments, woodwind, percussion, sound effect, dynamics, tempo	Soundscape, dynamics, timbre, tempo, motif	Beat, composition, graphic score, melody, notation, rhythm, structure, texture, compose, dynamics, pitch, stave notation, tempo, timbre

Key Questions	What are sound effects in music? What is a melody? What does letter notation show? What does composing mean? How do you compose good melodies?	What is a verse? What is a chorus? What makes a good performance? How can percussion add texture to a piece of music?	What are dynamics? What is timbre? What instrument sound could represent a horse? What is call and response? What is it called when we write music down?	What is an orchestra? What are the sections of an orchestra? Can you name some string instruments? Which instruments do you play by blowing into a mouthpiece? How do you play music on brass instruments?	What is a soundscape? How can dynamics be shown on a graphic score? What is a motif? How would you represent quieter sounds on a graphic score?	What is texture? What is a graphic score? How can structure be shown on a graphic score? How can texture be shown on a graphic score? Why is a graphic score useful?
Assessment	Recording of group performances. Self/peer assessment	Performance of Nativity	Recording of group performances of "Safari Event" Peer assessment Knowledge catcher	Recording of group performance of their traditional Western story	Recording of class performance of journey through space. Self-assessment	Recordings of group performances. Peer assessment questions
Cross Curricular Links/Character Education	Individual liberty: Composition provides opportunity	Character: Serving community RE: link to Christmas story Cultural: participation in performance, appreciation of heritage and cultural influences	Individual liberty: Composition provides opportunity Cultural: appreciation of heritage and cultural influences	Individual liberty: Composition provides opportunity Mutual respect: collaboration Cultural: appreciation of heritage and cultural influences English: retelling of traditional tales	Individual liberty: Composition provides opportunity Science: knowledge of the planets	Individual liberty: Composition provides opportunity English: myths and legends
	Spirituality: enjoyment fascination of world around on them, opportunities for reflection Mutual respect: collaboration					