The Piggott School: Charvil Primary



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

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

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