



Hullabaloo!

Primary Music Curriculum

Year 2

Why do we like music so much?

Pupils begin the year by focusing again on disciplinary knowledge. This knowledge consists of how music is composed, performed and interpreted, with the inter-related elements of music as central to this. The fundamentals of structure, especially pattern, the science of how the brain works and the role of emotions are introduced in this lesson. By understanding the role of music in our lives, pupils are able to apply their learning into a broader context.

Unit 1 Duration A

“Two, Four, Six, Eight...”

Pupils are introduced to a specific kind of vocal work – chants and cheers. Using the context of cheerleading as an established cultural musical style, pupils are taught about spoken and sung chants. Prior knowledge about beat and rhythm is extended, as they progress on to combining beat and rhythm, learning about metre and strong and weak beats as part of the duration focus. They are also given opportunities to improvise, for example, in the context of question and answer phrases. They extend their understanding of dynamics, with gradations of sound (f and p).

Development of Inter-related Elements of Music

Pitch
Beat and Rhythm (Duration)
Dynamics

Unit 2 Structure

‘Jolly Jingles’

Following on from chants and cheers, pupils now learn about jingles. They are given the opportunity to compose simple lyrics for the first time and are also introduced to a new musical form, namely scat. Through these mediums, pupils learn about the importance of repetition within musical structures, and this prepares them for applying the learning when asked to identify repetition in future units. They also begin to read and perform simple three note pitch sequences.

Development of Inter-related Elements of Music

Timbre
Texture
Pitch
Structure

Curriculum Narrative



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Unit 3 Instrumentation

'Happy Families'

In this unit, pupils consolidate prior learning as they are now introduced to a wider range of classroom percussion instruments, before moving on to other instrument families. They learn about the different instrument families and their commonalities, including how they are played (in general terms rather than specifics) and the materials they are made from. They also begin learning a tuned instrument, with the introduction of the popular woodwind family member, the recorder. By interweaving the teaching of the musical elements with instrumental tuition, pupils find it easier to contextualise their learning and develop a deeper understanding of the subject. They are also introduced to the concept of a rest in music as the sign for silence and will meet this again in more detail as their learning progresses.

Development of Inter-related Elements of Music

Timbre

Rests (Duration)

Unit 4 Singing

'The Boring Song'

This antithetically (big word - we had to look it up!) titled unit is designed to teach pupils the importance of music as an essential element of culture. With a specific focus on singing, they learn about music from around the world. They are able to explore a range of styles, including a lullaby from Africa, building on from Year 1 unit, 'Inside my Igloo', and a contrasting festival song from Brazil. They will study features and characteristics of different kinds of songs, and how the use of musical elements, such as dynamics and tempo, influence the mood of the piece.

Development of Inter-related Elements of Music

Timbre

Dynamics

Tempo

Pitch



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Curriculum Narrative





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Unit 5 Duration B

'How Does Your Garden Grow?'

The pupils should now be able to differentiate between long and short sounds so, following on from dot notation, they move on to learn about standard notation for the first time. They specifically focus on crotchets, quavers and crotchet rests in this unit. They learn to read and write these notes using standard notation linked to duration. They improvise and develop their working knowledge of rhythm patterns. They also continue to learn the recorder within the context of the core music curriculum, using the instrument to develop improvisation and performance skills.

Development of Inter-related Elements of Music

Crotchets, quavers, crotchet rest (Duration)
Pitch

Unit 6

'Make a Hullabaloo!'

This unit is the culmination of learning from across Key Stage 1 and is designed to give pupils the opportunity to express their knowledge and skills in a different context. It centres on Jangleland, a sound-filled fictitious kingdom. The accompanying map provided uses symbols to indicate a range of locations. Pupils are going to compose and annotate for chosen locations. They are introduced to the recording software, Audacity, and begin to use technology to record and manipulate sound. They also look at a contrasting location, the Musical Fairground. They will have learnt how to play the notes G, A, B and C on the recorder, by the end of this unit, and have experience of playing by ear and improvising.

Development of Inter-related Elements of Music

Beat - double time (Duration)
Tempo
Texture
Pitch
Timbre
Dynamics
Structure

Curriculum Narrative

