

Hullabaloo Primary Music Curriculum - End of Year Assessment

Year 2 - Hullabaloo Novice

A **Hullabaloo novice** knows that some of the symbols we use in music show how high or low or how long or short sounds are, and that these are called notes. They know that a crotchet is worth one beat and two quavers together make one beat. They have learned how to assemble and correctly blow the recorder and can play some of the four notes learned so far. A Hullabaloo novice is developing their understanding of pitch, beat and rhythm, and has widened their musical horizons by learning new musical genres, such as classical, scat, jingles, chants and songs from around the world. They enjoy songs from other cultures and know some of the stories behind these. They can follow a leader to start and stop singing at the same time as the rest of the group. A Hullabaloo novice is starting to understand how simple pieces of music are structured, for example, using repetition. They know that there are lots of different musical instruments and that they all belong to instrument families. They can identify some classroom and orchestral instruments based on their timbre and can sort some of these instruments into their orchestral families.

These children are Hullabaloo Novices:

Notes

Hullabaloo!



Hullabaloo Primary Music Curriculum - End of Year Assessment

Year 2 - Hullabaloo Apprentice

A **Hullabaloo apprentice** knows that some of the symbols we use in music show us the pitch and duration of sounds and these are called notes. They can read and write crotchets, pairs of quavers and crotchet rests, with some support, and can improvise and play rhythmic patterns on untuned percussion and recorders. A Hullabaloo apprentice can count time in a piece of music and change the tempo when clapping along with the beat, recognising that the first beat in a group is usually the strong beat. Using their knowledge of pitch, dynamics and duration, a Hullabaloo apprentice can improvise and compose their own short pieces of music and is learning to record and manipulate sound using the software tool, Audacity. They have learned how to play four notes on the recorder and have started playing by ear and improvising. They have embraced new musical genres and can sing confidently in tune to enjoy new songs they have learned, including many from other cultures, and can explain some of the stories behind these pieces of music. A Hullabaloo apprentice has used their knowledge of rhythm and beat to compose their own lyrics for chants and songs. They are developing a good understanding of the importance of structure in music and know that repetition is a tool often used in composition. They know that an orchestra is a large group of musical instruments organised into families and can identify a range of classroom and orchestral instruments based on their timbres and what they look like.

These children are Hullabaloo Apprentices:

Notes

Hullabaloo!



Hullabaloo Primary Music Curriculum - End of Year Assessment

Year 2 - Hullabaloo Guru

A **Hullabaloo apprentice** knows that notes and rests are symbols that we use in music to show us the pitch and duration of the sounds. They can read and write crotchets, pairs of quavers and crotchet rests independently and can improvise and play rhythmic patterns on untuned percussion and recorders. A **Hullabaloo guru** is confident in counting time in a piece of music, knowing that the groups of beats are called the 'metre' and recognising that the first beat in a group is usually the strong beat. They can keep the beat, following tempo changes with confidence, and swap to double time. Using their knowledge of pitch, dynamics and duration, a **Hullabaloo guru** improvises and composes their own short pieces of structured music and can record and manipulate sound using the software tool, Audacity. They can play G, A, B, and C on the recorder, with control, and improvise and play by ear using these four notes. A **Hullabaloo guru** can explain the meaning of pitch, beat and rhythm and talk about these aspects of music in the pieces they listen to. They sing in tune and with expression and control, enjoying the new songs they have learned, including many from other cultures, and can explain the stories behind the pieces of music they have learned. A **Hullabaloo guru** uses their knowledge of rhythm and beat to compose their own lyrics for chants and songs. They have a clear understanding of the importance of structure in music and can describe the structure of the songs they have learned. They can identify a wide range of classroom and orchestral instruments based on their timbre and what they look like. They know what the main four orchestral families are and can identify instruments that belong to them.

These children are **Hullabaloo Gurus**:

Notes

Hullabaloo!

