

Curriculum Mapping 2019-20

Curriculum Area: Music

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units	Voices Unit (Music Specialist)	Ho Ho Ho! (Charanga)	I Wanna Be In A Band (Charanga)	Tuned Percussion Unit (Music Specialist)	Friendship Song (Charanga)	Un-tuned Percussion Unit (Music Specialist)
Listening & Appraising		Genre focus - Rap Recognise instruments and parts e.g. solo.	Genre focus - Rock Recognise instruments and parts e.g. solo. Identify style - compare features to rap.		Genre focus - Mixed Recognise instruments and parts e.g. solo. Begin to describe own feelings in response to music and respect those of others.	Listen to a range of traditional African music and identify features.
Core Skills	Describe rhythm, tempo, dynamic, texture pulse.	Describe rhythm, tempo, dynamic, texture pulse.	Describe rhythm, tempo, dynamic, texture pulse and arrangement.	Describe rhythm, tempo, dynamic, texture pulse and arrangement.	Describe rhythm, tempo, dynamic, texture pulse and arrangement.	Describe rhythm, tempo, dynamic, texture pulse and arrangement.
Singing	Know importance of warming up voices. Sing in an ensemble Know importance of working together in a group. Sing in tune within a limited pitch.	Singing in tune within limited pitch range. Have increasing sense of pulse and rhythm when singing. Being to consider how words/melody should be interpreted.	Singing in tune within limited pitch range. Sings an increased range of musical genres. Able to participate in call and response phrases within songs.	Know how to sing back a range of simple rhythms and notations - Minims, crotchets & quavers.	Know importance of warming up voices. Singing in tune within limited pitch range. Sings an increased range of musical genres. Able to participate in call and response phrases within songs.	Singing call and response in traditional African folk songs. Singing a range of African songs.
Playing, Improvising, Composition	Use voices to sing a range of songs. Improvise with voices - exploring pitch and dynamics through voices. Improvise using voices in known songs.	Use glocks to explore and create music. (3 notes).	Use glocks to play simple melodies - FGA (CD). Improvise and respond to music using F/G notes. Create compositions of 16 (8x2) bars using technology to compose music.	Use glock to play simple melodies using whole scale. Improve and respond to music using selected notes. Create own simple melodies working as an ensemble. Recognise and being to use simple notation of minims, crotchets, quavers and rests.	Use glocks to play melodies using GEAB as an ensemble performance. Improvise singing call and response to a know song. Create compositions of 32 (8x4) bars using technology to compose music.	Playing a range of rhythms and note lengths using un-tuned percussion - African drums. Improvise - Call and response using African drums to create own response with a given note period. Compose own rhythm using a range of note lengths to perform within a piece of music.

<p>Perform</p>	<p>Perform with an increasing sense of pulse and rhythm.</p>	<p>Perform with an increasing sense of pulse and rhythm. Sing rap to each other wider audience. Work together - start & end together. Play tuned instruments in performance with increasing control.</p>	<p>Perform as a band/ensemble. Know importance of following the conductor. Work together - start & end together. Play tuned instruments in performance with increasing control.</p>	<p>Perform as a band/ensemble. Know importance of following the conductor. Work together - start & end together. Play tuned instruments in performance with increasing control.</p>	<p>Perform as a band/ensemble. Know importance of following the conductor. Work together - start & end together. Play tuned instruments in performance with increasing control.</p>	<p>Perform as a band/ensemble to a wide audience (Yr 2 leavers / Musical Minds Performance). Know importance of following the conductor. Work together - start & end together. Play tuned instruments in performance with increasing control.</p>
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