

Year 2 Long-term planning

Year 2 is based on the same subject content as Year 1, which states that children should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

The medium-term plans that follow comprise six half-termly units that provide children with opportunities to progress with music making across the four areas mentioned above. The activity summaries for each half term, together with the background knowledge provided at the end of the year, should be sufficient in providing the support that is required for teachers to design lesson plans for their respective classes.

As with Year 1, teachers will want to use these plans flexibly and adapt them to their requirements. They will want to think about prioritising certain activities, while at the same time maintaining a broad and balanced curriculum. For example, if singing has been perceived as a weakness across the school then more time could be given to this activity. If cross-curricular work is deemed important then opportunities can easily be found to make links to other subjects. At the same time, schools will want to play to their strengths. If the school is fortunate enough to have access to instrumental teachers, for example, then their expertise should be called upon wherever possible.

Year 2 focuses primarily on the following activities:

- Responding to and evaluating music, including the children's own compositions.
- Learning slightly more complicated songs.
- Playing from and notating rhythm grids.
- Carrying out various composition activities.
- Exploring the inter-related dimensions (in particular pitch, duration and structure).
- Playing and learning about different instruments.

Overview of progression in Year 2

In Year 2 children will consolidate and build on the skills and understanding covered during the previous year. Some of the activities use similar starting points to those provided in Year 1, but with the aim of taking the learning further and deeper.

Based on the subject content for Key Stage 1 (outlined on the previous page), progression in Year 2 can be summarised as follows:

Using voices expressively and creatively

During Year 2 children are given opportunities to review old songs as well as to learn new ones. While children will primarily sing together as a whole class, they should also be given opportunities to sing in small groups or on their own – something they should become more comfortable with as their confidence grows. Children are also encouraged to sing more expressively, paying attention to aspects such as dynamics and articulation.

In Spring 2 children are asked to 'drop out' in certain passages of a song, singing the words silently in their heads. This allows children to make a conscious start in developing audiation, which is an important skill for any musician.

Playing tuned and untuned instruments musically

During Year 2 children are given a number of opportunities to play instruments in different contexts. Quite a few of the activities involve playing from notation, requiring greater accuracy and control over pitch and rhythm. Children are also given more opportunities to rehearse and evaluate their own playing, allowing them to become familiar with the idea that practising is an important part of becoming a more competent musician.

Children continue to learn to play music as part of a group, where they have to listen to each other and take turns to contribute at the appropriate points.

Listening with concentration and understanding

In Year 2 children continue to listen to recorded extracts of music, and are now given the opportunity to respond through painting and drawing.

Children are also expected to listen to and evaluate their own compositions. This requires children to listen carefully, identify the features that work well or need improvement, and articulate why. Children are likely to find this challenging to start with and may need a lot of support, but they should gradually learn what features to listen out for and how to talk about them.

Creating, selecting and combining sounds

During Year 2 children will think more carefully about how to select and structure sounds appropriately. They will work with beginnings, middles and endings in their compositions. They will also spend more time evaluating their own compositions, using these critiques to learn how to improve their work in the future.

Medium-term planning Autumn 1

W	Activity summary	Curriculum objectives	Outcomes
1	<p>Children review some of the songs learned in Year 1. Different sections of the songs are sung by different children, so they get used to singing in smaller groups.</p> <p>Children plan an imaginary concert consisting of the songs learned in Year 1. They should order the songs into an effective sequence.</p>	<ul style="list-style-type: none"> • Learn to sing and to use their voices. • Listen to, review and evaluate music. 	<ul style="list-style-type: none"> • Can recall songs learned during the previous year. • Can think about how to order a concert effectively.
2	<p>Children play from simple rhythm grids that incorporate silent beats, while maintaining a steady pulse.</p> <p>Children compose their own rhythm patterns, incorporating silent beats, and notate these using rhythm grids.</p>	<ul style="list-style-type: none"> • Understand and explore how music is created using appropriate musical notations. • Create and compose music. 	<ul style="list-style-type: none"> • Can perform with a steady pulse and a correct number of beats and rests. • Can compose and notate simple rhythm patterns.
3	<p>Children swap their rhythm grids from the previous week and perform each other's patterns. Children explore playing the patterns on different instruments.</p> <p>In small groups, children order their patterns into an effective sequence to create a short piece. They rehearse this piece and perform it to the rest of the class.</p>	<ul style="list-style-type: none"> • Understand and explore how music is created using appropriate musical notations. • Create and compose music. 	<ul style="list-style-type: none"> • Can perform with a steady pulse and a correct number of beats and rests.
4	<p>Children listen to and describe a piece of music. They talk about how the music makes them feel and then draw or paint a picture that they think is representative of the piece.</p> <p>Children should share and evaluate their pictures: which best capture the mood of the music, and why? Links can be made in this activity to artists who have a strong connection to music (for example, Kandinsky and Klee).</p>	<ul style="list-style-type: none"> • Listen to, review and evaluate music. 	<ul style="list-style-type: none"> • Can draw a picture that is representative of a piece of music. • Can share and evaluate work.
5	<p>Children sing a song they have already learned and try to dissect its structure. Which bits are repeated? Which bits are different? Find a way to represent the structure pictorially (for example, using different colours for different sections).</p> <p>Children listen to another song from a contrasting genre and identify the repeated sections within the song (for example, a repeated line or chorus).</p>	<ul style="list-style-type: none"> • Learn to sing and to use their voices. • Understand and explore the inter-related dimensions: structure. • Listen to, review and evaluate music. 	<ul style="list-style-type: none"> • Can identify different sections within a song.
6	<p>Review any work from the half term that might require further consolidation.</p> <p>Consider combining some or all of the activities that have been covered during this half term into a whole-class performance or presentation.</p>		

Notes:

Visit the Scholastic website (www.scholastic.co.uk/100music) to find a sample lesson covering week 2's work on playing music using simple rhythm grids.

Year 2 Background knowledge

Listening to music

The activity in Spring 1, Week 3 requires children to listen to a selection of vocal and instrumental recordings. This is a good opportunity to start building up a bank of recordings for your school. A number of teachers could contribute to this resource, gradually building it up over time so it covers a variety of styles and genres. The resulting bank of music is likely to prove useful for many activities, not just those focused on listening.

It is also worth building up a selection of useful websites, apps and computer programs that can be used to demonstrate different instruments or aspects of music.

Recording and assessing music

In Spring 2, Weeks 1 and 2 children are asked to record their own compositions and use the recordings for self and peer assessment. This is a routine that can be used at key points in the years that follow, providing opportunities for self, peer and teacher assessment. Teachers should get into the habit of audio or video recording their children's work whenever possible; the recordings can be invaluable for assessment purposes, but can also be used as models during class work, or to showcase children's achievements during assemblies and parents' evenings.

Smartphones, MP3 recorders, computers and video cameras can all be used to record children's work. From the start, devise a clear system for labelling and storing files so they are easy to retrieve.

Working with rhythm grids and simple graphic notation

A rhythm grid is essentially a table that contains dots indicating different rhythm patterns. It is read horizontally from left to right, and each box represents the same length of time (for example, one beat). For example, this grid represents a steady beat:

•	•	•	•	•	•	•	•
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In this grid, the second and third notes should be played twice as fast as the first note:

•	• •	•	• •	•	• •	•	• •
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Rests can also be added to the grid:

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Spring 2, Weeks 4 and 5 introduce very simple graphic notation that can be used to indicate rhythm and pitch. An example might look like this:



This notation is read from left to right. Here the bottom row represents a low pitch and the top row a high pitch. A rectangle represents a long note while a square represents a short note. Blank boxes can be used to indicate rests.