



## Jerry Clay Academy Subject Knowledge Organiser

Subject Knowledge Organiser    Subject: Music Year Group: 2    Term: Spring 1

Musical Spotlight Theme: Explore feelings through music  
Social theme – How does music make the world a better place?

### The Elements of Music that build and deepen over time

As lessons progress through the units and year groups, the key learning is repeated, musical skills are reinforced and the learning deepens. Children quickly become familiar with the musical activities, through which they acquire new, or reinforce previous, musical knowledge and understanding.

To support intense and rapid learning, the musical activities are designed in one of two ways:

1. The activities can be a repeat of the previous week, in order to embed and rehearse key musical skills.
2. The activities can be a repeat of previous musical skills but have different content, in order to strengthen and apply previous musical learning.

As the children move through the Scheme, they acquire new knowledge and skills and deepen their understanding and application of previous learning. This spiral approach leads to deeper, more secure learning and musical mastery.

#### Year 2 Musical Elements



<b>Pulse/Beat/Metre</b>	Watch and follow a steady beat. Find a steady beat. Recognise the time signature 4/4 by ear and notation. Understand that the speed of the beat can change, creating a faster or slower pace (tempo).
<b>Rhythm</b>	Recognise long sounds and short sounds, and match them to syllables and movement. Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion. Create rhythms using word phrases as a starting point.
<b>Pitch (Melody)</b>	Identify the high notes and low notes in a melody. Join in part of a melody. Rehearse and play a simple instrumental melody as a part to go with a song. Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C. Use body percussion and untuned and tuned percussion instruments with a song, and listen to how the sounds blend together. Identify and play by ear or notation notes in the tonality of C major.
<b>Tempo</b>	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Understand that the speed of the beat can change, creating a faster or slower pace.
<b>Dynamics</b>	Identify loud and quiet sections of music, and discuss what makes the music loud and quiet. Understand the meaning of loud and quiet (forte and piano).
<b>Timbre</b>	Know the difference between a speaking voice and a singing voice. Identify friends from the sound of their voice.
<b>Texture</b>	Understand that singing and playing together creates a musical texture. Add body percussion accompaniments.
<b>Structure (Form)</b>	Join in with a repeated section of a song: the chorus, the response. Join in with the main tune when it is repeated.

#### Differentiation

Use the options in the lessons adapt to the needs of the children you are teaching. In most cases, these will be students you probably already know very well from a holistic, learning perspective. Therefore, with these supporting materials and your existing teaching skills, you should be able to deliver any Charanga music lesson in a way that caters appropriately for the diversity in your classroom.

## Year 2 Musical Progression Guide

(to use with the Assessment Guide)

**Black text:** Most children will be working at this expected standard. **Blue text:** Others will be working at greater depth.

### Unit 3: How Does Music Make the World a Better Place?

<b>Musicianship: Understanding Music</b>		<b>Musicianship: Improve Together - Activity 2</b>	
Tempo: 98bpm Time Signature: 4/4 Key Signature: A minor	Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: A, E	Tempo: 98bpm Time Signature: 4/4	Key Signature: A minor Improvise section using: A, B, C

Songs	Instrumental Notes		Improvising	Composing	
	Part 1	Part 2	3 notes	3 notes	5 notes
Rainbows (Glockenspiel) 4/4, C major, 126bpm	C, D, E (Crotchets)	C, D, E (Crotchets)	N/A	C, D, E	C, D, E, F, G
(Recorder)	G, A, B (Crotchets)	G, A, B (Crotchets)			
Hands, Feet, Heart (Glockenspiel) 4/4, C major, 118bpm	C, E, F, G, A, B (Crotchets, quavers)	C, E, F, G, A, B (Crotchets, quavers)	C, D, E	N/A	
(Recorder)	G, A, C (Minims, crotchets)	G, A, C (Minims, crotchets)			
All Around The World	N/A		N/A	N/A	

### Musical Styles

Year 2 Unit 3 - How Does Music Make The World A Better Place?				
Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition
1	Rainbows	Joanna Mangona and Pete Readman	Pop	2020/21
2	Maple Leaf Rag	Scott Joplin	Jazz: Ragtime	1899
3	Hands, Feet, Heart	Joanna Mangona and Pete Readman	Kwela	2020/21
4	Let's Twist Again	Karl Mann and Dave Appell	Rock 'n' Roll	1961
5	All Around The World	Joanna Mangona and Pete Readman	Pop	2020/21



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**Core Learning of This Unit:**

**Music knowledge and understanding:** Music is a universal language and mode of expression. It allows us to express our feelings. It allows us to understand our emotions and feelings

**Listening** – How does each piece make you feel? What are the songs about? Does the music bring back memories of a special place or person.

**Singing** – Action songs, dance songs, smooth songs and lullabies. Sing with good posture. Watch the leader for when to start and stop

**Playing** - Play a pattern on a tuned or untuned instrumental part with the song, using one of the differentiated parts Listen to and follow musical instructions from a leader.

**Improvising and composing** – Improvise and compose music relating to changes in feeling. Create a graphic score about colours / rainbows.

**Performing** - Choose a song they have learnt from the unit and perform it.

They can add their ideas to the performance.

Record the performance and say how they were feeling about it.

**Prior Learning:**

- Enjoy moving and dancing to music.
- Find the steady beat.
- To confidently sing songs from memory and sing them in unison
- Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation.
- Describe tempo as fast or slow.
- Describe dynamics as loud and quiet.
- Use voices, body percussion and instruments to improvise and compose short rhythms and melodies
- Enjoy performing a song to a well-known audience, communicate the meaning of the song, add actions to a song, play some simple instrumental parts

**National Curriculum Statements: Key stage 1**

- Pupils 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.

**Key Vocabulary:**

Pulse/beat, rhythm, pitch, melody/tune, ostinato, unison, improvisation, perform, compose, conductor  
Untuned percussion, claves, tambourine, maracas, cabasa, guiro, drum, cymbal, tulip block, wood block,  
Tuned percussion – xylophone, chime bars, glockenspiel,  
Call and response, Loud/soft, long/short, body percussion

**Supporting songs and styles –**

Maple Leaf Rag, Scott Joplin, Let's Twist again, Chubby Checker  
Jazz, ragtime, Rock n'roll, Pop, African Kwela.