



Jerry Clay Academy Subject Knowledge Organiser

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

Musical Spotlight Theme: Music that makes you dance
Social theme – How does music make us happy?

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:

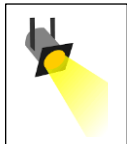
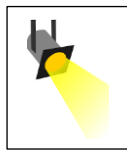
1. The activities can be a repeat of the previous week, in order to embed and rehearse key musical skills.
2. The activities can be a repeat of previous musical skills but have different content, in order to strengthen and apply previous musical learning.

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



Pulse/Beat/Metre

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).

Rhythm

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.

Pitch (Melody)

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.

Tempo

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.

Dynamics

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).

Timbre

Know the difference between a speaking voice and a singing voice.
Identify friends from the sound of their voice.

Texture

Understand that singing and playing together creates a musical texture.
Add body percussion accompaniments.

Structure (Form)

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 5: How Does Music Make Us Happy?

| | | | |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------|
| Musicianship: Understanding Music | | Musicianship: Improvise Together - Activity 3 | |
| Tempo: 97bpm Time Signature: 2/4 Key Signature: G major | Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: G, D | Tempo: 97bpm Time Signature: 2/4 | Key Signature: G major Improvise section using: G, A, B, C, D |

| Songs | Instrumental Notes | | Improvising | Composing | |
|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------|-----------|---------------|
| | Part 1 | Part 2 | 3 notes | 3 notes | 5 notes |
| I Wanna Play In A Band (Glockenspiel) 4/4, F major, 116bpm (Recorder) | F, C, D (Semibreves, crotchets, quavers) G, A, B \flat , C (Minims, crotchets, quavers) | F, C, D (Semibreves, crotchets, quavers) G, A, B \flat , C (Minims, crotchets) | F, G, A | F, G, A | F, G, A, C, D |
| Music Is All Around (Glockenspiel) 4/4, G major, 112bpm (Recorder) | G, A, D, E (Crotchets, quavers) G, A, E (Crotchets, quavers) | G, A, E (Crotchets) G, A, E (Crotchets) | N/A | N/A | |
| Saying Sorry | N/A | | N/A | N/A | |

Musical Styles

| Year 2 Unit 5 - How Does Music Make Us Happy? | | | | |
|-----------------------------------------------|----------------------------------------------|---------------------------------|------------|---------------------|
| Week | Music/Song | Artist/Composer /Creator | Style | Year of Composition |
| 1 | I Wanna Play In A Band | Joanna Mangona and Pete Readman | Rock | 2020/21 |
| 2 | Flying Theme From E.T. The Extra-Terrestrial | John Williams | Film Music | 1982 |
| 3 | Music Is All Around | Joanna Mangona and Pete Readman | Jazz | 2020/21 |
| 4 | Moon River | Henry Mancini | Pop/Jazz | 1960 |
| 5 | Saying Sorry | Joanna Mangona | Calypso | 2020/21 |



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Social theme – How does music make us happy?

Core Learning of This Unit:

Music knowledge and understanding: Learn about the elements of music with a focus on music we can dance to. Music and dance come from the same place. Early civilisations used music and dance together to celebrate and tell stories. When we make music, we move to the beat and this becomes dance.

Listening – Can you pinpoint exactly what it is in the music that makes you dance? Often it is the relationship between the pulse and the rhythm that lead to different steps. Create a playlist of 'pick me up' music.

Singing – Sing the weekly songs and encourage the children to move to the music. Living and breathing the themes.

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 using pulse and rhythm to create a piece that makes you happy

Performing – Perform your finished music to tell your story. How did you use the elements of

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 –

Piano trio in A minor = Amy Beach, 1938. It was rare for a woman to have her music published at this time. How have times changed? .

Pop, gospel, Twentieth century orchestral / romantic, Jazz, swing