

# YEAR 2 – TUCANA MUSIC CURRICULUM FRAMEWORK

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 interrelated dimensions of music

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 3
<b>SUPERHEROES</b>	<b>BEAT BAND BOOGIE</b>	<b>DINOSAUR PLANET</b>
<p><b>MU 4 Experiment with, create, select and combine sounds using the interrelated dimensions of music</b></p> <p>Experiment with percussion instruments to create imaginative sound effects for superhero action sequences.</p>	<p><b>MU 3 Listen with concentration and understanding to a range of high-quality live and recorded music</b></p> <p>Listen to two contrasting pieces of music, one with a fast pulse and the other with a slow one. Clap, tap or move to the natural pulse of the music, keeping the beat, or play along on percussion instruments. Count a steady 1, 2, 3, 4 beat throughout!</p> <p>Lie down in a comfortable space, close their eyes and listen carefully to a short piece of music. Talk about the music, explaining how it makes them think or feel. Listen to different types of music (fast, slow, loud and quiet) and compare how different pieces make them feel. Choose and describe their favourite.</p> <p><b>MU 4 Experiment with, create, select and combine sounds using the interrelated dimensions of music</b></p> <p>Start a Kitchen Beat Band! Collect together pans, colanders, containers, whisks, spoons, pastry brushes, plastic spatulas and other kitchen utensils. Explore sounds that can be made with by tapping</p>	<p><b>MU 1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes</b></p> <p>Change the lyrics of The Wheels on the Bus to create a new dinosaur song, for example, The Tyrannosaurus rex goes grrr, grrr, grrr...' Suggest appropriate percussion instruments to accompany each verse</p> <p><b>MU 2 Play tuned and untuned instruments musically</b></p> <p>Create a soundtrack for the dinosaur movies using percussion instruments, voices and other sound effects.</p>

and beating them, just like a professional drummer

Think about an alternative melody for their song lyrics. Make up a catchy tune that people will love and practise singing their verses over and over in order to remember them by heart. Experiment with tuned and untuned musical instruments to help bring the melody to life.

**MU 1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes**

Use their voices to make unusual and differently pitched sounds. Practice humming, yodelling and chanting, increasing and decreasing the volume, lengthening and shortening notes and pitching them high or low. Explore their voices as instruments, trying out effects and practising in pairs and small groups.

Learn a simple song to sing in a two or four-part round. Think about how the music blends together and the importance of correct timing. Find out what happens if they don't start their part of the round on time! Experiment with voice volume, singing loudly, quietly and naturally. Talk about the difference in the sound quality when everyone sings loudly or softly together.

**MU 2 Play tuned and untuned instruments musically**

Watch video footage or real demonstrations of exciting body drumming and try to copy it. Listen to the different sounds that can be created by slapping knees, cheeks or upper arms and use their body as if it were a drum kit! Try crossing their arms as if holding drum sticks, slapping their left knee like snare drum, using their right foot for the bass drum or tapping their right knee for a tom drum! Test their skills on a real drum kit!

SPRING TERM 4	SUMMER TERM 5	SUMMER TERM 6
TOWERS, TUNNELS AND TURRETS	WRIGGLE AND CRAWL	LAND AHOY
<p><b>Mu 1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Mu 3</b></p> <p>Children join with other Year 2 pupils in the Burford Partnership to learn songs and a poem by heart, including actions. They perform these to a large audience at a 'music festival'.</p>	<p><b>Mu 2 Play tuned and untuned instruments musically.</b></p> <p><b>Mu 4 Experiment with, create, select and combine sounds using the interrelated dimensions of music.</b></p> <p>Children experiment with and combine sounds, adding tuned and percussion sounds to a class poem, discussing appropriate instruments that could be used to represent different minibeasts and the sounds they make.</p>	<p><b>Mu 1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Mu 3</b></p> <p>Children listen to and join in with sea shanties and traditional songs sung by or about sailors.</p>