

Year 2
Knowledge Organiser for Music

Key Enquiry Questions:	
How can we evaluate a piece of music? What can we recall from Year 1?	<ul style="list-style-type: none"> • Can we recall identifying pitch changes? • Can we identify if there is a steady beat? • Are there any rhythm patterns within the music? • What is the structure of the dynamics of the music? • What can we notice about the timbre and the texture of the music? • Is there a contrast in tempo?
What steps can we take to create our own compositions?	<ul style="list-style-type: none"> • Are there any famous pieces of music that can help to stimulate our own compositions? • Can we record our sounds using a storyboard and symbols? • Shall we use our own voices and percussion to create a mixture of different sounds? • What rhythms can we create and how shall we structure our composition? • Shall we use tuned percussion? If so, what notes shall we use?

Key Vocabulary	
timbre	All instruments, including voices, have a particular sound quality which is referred to as timbre, eg squeaky
tempo	The speed at which music is performed, usually described in terms of fast/slow
texture	Layers of sound, such as those created by a melody accompanied by a drum beat
dynamics	The loudness of the music, usually described in terms of loud/quiet
pitch	Refers to the complete range of sounds in a piece of music from the lowest to the highest
beat/pulse	Beat and pulse are used synonymously to refer to the regular heartbeat of the music – the 'steady beat'
rhythm	Patterns of long and short sounds played within a steady beat
crescendo	Getting louder
melody	A tune
diminuendo	Getting quieter
score	A written representation of music designed to record a composer's intention
notations	Ways of writing music down – examples include graphic notation and staff notation
ostinato	A short rhythmic or melodic pattern which is repeated over and over
symbol	Any written representation of a sound

Key Concepts/Skills:	
voices	Children will use their voices to describe feelings and moods. Children will interpret and create pitch line notation using their voices. Children will learn songs from around the world-including raps.
body percussion	Children will develop a sense of steady beat using their own bodies – clapping, tapping and whole body movement. Children will explore rhythm patterns using body percussion – clapping, tapping.
percussion	Children will play a steady beat. Children will play rhythm patterns on a variety of percussion instruments. Children will interpret and create pitch line notation on tuned percussion Children will begin to understand melody and use note names CDEAG
composition	Children will create their own compositions – using voices and instruments. They will create own descriptive sounds and word rhythms using voices, body percussion and instruments.
performance	Children will perform their own compositions in front of an audience and use their symbols to help them recall the structure of their musical pieces. Children will create whole class and group musical arrangements.
symbols	Children will use simple symbols to represent their own compositions.
listen	Children will listen to historical music and composers to identify timbre, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo and ostinato

Music through the ages and composers for listening		
Theme/topic	Musical piece	Composer
All about me	My favourite things 1959	Composer: John Coltrane <i>My Favourite Things</i> is the seventh studio album by jazz musician John Coltrane and it's title track is one of Coltrane's greatest performances. This interpretation of the Rodgers/Hammerstein classic tune turned on a whole new audience to the brilliance of John Coltrane. It also offered a glimpse of the path that Trane was about to embark upon. Interesting Facts: <ul style="list-style-type: none"> • John Coltrane was born on September 23, 1926, in Hamlet, North Carolina. • Coltrane used to play for the Davis band. • <i>My Favourite Things</i> is one of best reviewed jazz albums of all time. "My Favourite Things" is a show tune from the 1959 Rodgers and Hammerstein musical <i>The Sound of Music</i> .
Famous people	On the Sunny side of the street 1930	Composer: a 1930 song composed by Jimmy McHugh with lyrics by Dorothy Fields. Singer: Billy Holiday Eleanora Fagan (April 7, 1915 – July 17, 1959), better known as Billie Holiday , was an African American jazz singer with a career spanning nearly thirty years.
Travel and transport	Puffin' Billy – Music about a train 1952	Composer: Edward George White Puffin' Billy composed by Edward White, it was used for the BBC's Children's Favourites radio programme. Edward George White (21 August 1910 – 1994) was a British composer of light music whose compositions became familiar as radio and television theme tunes. White was born in London, England, and was largely self-taught.
Wonderful world	The Four Seasons – Spring 1 Allegro 1725	Composer: Antonio Vivaldi The Four Seasons (Italian: Le quattro stagioni) is a group of four violin concerti by Italian composer Antonio Vivaldi, each of which gives musical expression to a season of the year. They were written around 1716–1717 and published in 1725 in Amsterdam.
Sensational safari	The Carnival of the Animals 1886	Composer: Camille Saint-Saëns. The Carnival of the Animals (Le carnaval des animaux) 1886 is a humorous musical suite of fourteen movements by the French Romantic composer Camille Saint-Saëns. The work was written for private performance by an <i>ad hoc</i> ensemble of two pianos and other instruments and lasts around 25 minutes.
Kings and Queens	Horrible Histories - The English kings and queens song https://www.bbc.co.uk/cbbc/watch/horrible-histories-song-the-monarch-song 2010	Composer: Richie Webb

Curriculum overview of Key Skills for academic year

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Music Express Year 2	<p><u>Ourselves Toys</u></p> <p>Children will play a steady beat. Children will play rhythm patterns on a variety of percussion instruments</p> <ul style="list-style-type: none"> • Use symbols to represent composition. • Make and control long and short sounds. • Identify pitch. • Identify beat/pulse. • Recognise changes in tempo. <p><i>Children will listen to historical music and composers to identify timbre, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo and ostinato</i></p>	<p><u>Our bodies Our land</u></p> <p>Children will develop a sense of steady beat using their own bodies – clapping, tapping and whole body movement. Children will explore rhythm patterns using body percussion – clapping, tapping.</p> <ul style="list-style-type: none"> • Create short musical patterns. • Recognise changes in dynamics, timbre and pitch. • Create a mixture of different sounds. • Choose sounds to create an overall effect. • Identify the beat. • Create short rhythmical phases. • Use symbols as notation. <p><i>Children will listen to historical music and composers to identify timbre, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo and ostinato</i></p>	<p><u>Travel Water</u></p> <p>Children will interpret and create pitch line notation on tuned percussion Children will begin to understand melody and use note names CDEAG</p> <ul style="list-style-type: none"> • Use musical scales high and low notes in a composition. • Understand melody. • Use note names CDEAG • Recognise changes in timbre, dynamics and pitch. • Combining steady beat and rhythms to accompany a song. <p><i>Children will listen to historical music and composers to identify timbre, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo and ostinato</i></p>	<p><u>Storytime Seasons</u></p> <p>Children will create their own compositions – using voices and instruments. They will create own descriptive sounds and word rhythms using voices, body percussion and instruments.</p> <ul style="list-style-type: none"> • Sequence sounds to create an overall effect. • Create a mixture of different sounds. • Make and control long and short sounds using voice and instruments. • Recognise changes in pitch and imitating changes in pitch <p><i>Children will listen to historical music and composers to identify timbre, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo and ostinato</i></p>	<p><u>Animals Number</u></p> <p>Children will use simple symbols to represent their own compositions.</p> <ul style="list-style-type: none"> • Recognising and responding to pitch (imitating and identifying) • Using symbols as notation. • Identify the difference between beat and rhythm. • Clap rhythms. • Creating rhythmical phases. • Create a mixture of different sounds. <p><i>Children will listen to historical music and composers to identify timbre, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo and ostinato</i></p>	<p><u>Pattern Weather</u></p> <p>Children will use their voices to describe feelings and moods. Children will interpret and create pitch line notation using their voices. Children will learn songs from around the world-including raps.</p> <ul style="list-style-type: none"> • Make and control long and short sounds using voices and instruments. • Create short rhythmical phases. • Sequence sounds to create an overall effect. • Create short musical patterns. • Uses symbols to represent composition and use them to help with a performance. • Play different patterns of steady beat. <p><i>Children will listen to historical music and composers to identify timbre, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo and ostinato.</i></p>