

MUSIC

Syllabus for Primary Schools

YEAR 2

LEARNING OUTCOMES

for

YEAR 2

2.1 PERFORMING	2.2 COMPOSING	2.3 LISTENING AND APPRAISING
2.1.1 Develop growing confidence in singing nursery rhymes and unison songs	2.2.1 Develop growing confidence in exploring a range of resources for composing	2.3.1 Develop growing confidence in recognising different ways of changing sounds
2.1.2 Develop growing confidence in playing short musical phrases by ear and from symbols	2.2.2 Develop growing confidence in composing musical patterns	2.3.2 Develop growing confidence in recognising how the elements of music and sounds are used in music to create a mood or an effect
2.1.3 Develop growing confidence in playing simple pieces	2.2.3 Develop growing confidence in composing accompaniments to songs	2.3.3 Develop growing confidence in recognising music for different purposes
2.1.4 Develop growing confidence in playing accompaniments to songs	2.2.4 Develop growing confidence in composing music	2.3.4 Develop growing confidence in responding to music
2.1.5 Develop growing confidence in rehearsing and sharing music making	2.2.5 Develop growing confidence in recording compositions	2.3.5 Expressing views about music

PROGRAMME

for

YEAR 2

2.1 PERFORMING

Learning Outcomes	Notes
<p>2.1.1 Develop growing confidence in singing nursery rhymes and unison songs and developing control of:</p> <ul style="list-style-type: none"> • diction, • phrasing, • pulse and rhythm, • pitch, • the expressive elements. 	<p>with enjoyment and from memory</p> <p>speak the words very clearly</p> <p>breathe at the end of phrases</p> <p>set the tempo by playing an introduction make actions matching the tempo explore the effect of singing at a faster or slower tempo clap the rhythm of the words (i.e. a clap for every syllable) while singing the song</p> <p>identify high, middle and low sounds in music through pitch games (using e.g. vowel sounds) and symbols sing songs at different pitches, noting the effect importance of following pitch movement with hands, indicating high, middle or low and getting higher or lower</p> <p>explore how to sing songs written for different occasions <i>e.g. for a birthday party, for a church service</i></p>
<p>2.1.2 Develop growing confidence in playing short musical phrases by ear and from symbols</p>	<p>e.g. exploring a simple melodic phrase on a glockenspiel use of symbols to represent pitch, volume and duration</p>

<p>2.1.3 Develop growing confidence in playing simple pieces:</p> <ul style="list-style-type: none"> • keeping a steady pulse, teacher claps/plays short rhythmic patterns for pupils to copy instantly – rests may be included • clap/play short rhythmic/melodic patterns based on words/phrases • the rhythm of a known song 	<p>tone colour may be varied by clapping with a hollow hand and a flat hand</p>
<p>2.1.4 Develop growing confidence in playing accompaniments to songs:</p> <ul style="list-style-type: none"> • set the tempo by playing an introduction • play on the pulse • play the rhythm of the words 	
<p>2.1.5 Develop growing confidence in rehearsing and sharing music making</p>	<p>sing standing up understand a conductor’s gestures e.g. to perform louder or quieter sing with an awareness of others gain confidence and enjoyment through shared experience</p>

2.2.5 Develop growing confidence in recording compositions

- on cassette
- use symbols

for better evaluation
where appropriate

2.3 LISTENING AND APPRAISING

Learning Outcomes	Notes
<p>2.3.1 Develop growing confidence in recognising different ways of changing sounds e.g.</p> <ul style="list-style-type: none"> • by playing higher or lower • by making longer or shorter • by playing louder or quieter • by going faster or slower • by changing the timbre 	
<p>2.3.2 Develop growing confidence in recognising how the elements of music and sounds are used in music to create a mood or an effect</p>	<p>e.g. bright sounds played outdoors: <i>La Mourisque</i> by Susato echoes: <i>In a deep Vaulted Cell</i> by Henry Purcell describing the home of the trolls: <i>In the Hall of the Mountain King</i> by Grieg</p>
<p>2.3.3 Develop growing confidence in recognising that there is music for different purposes</p>	<p>e.g. the band plays <i>sad music</i> during a <i>Good Friday procession</i> but <i>happy music</i> on a <i>village festa day</i>; we sing <i>carols</i> in church <i>during Christmas time</i>.</p>
<p>2.3.4 Develop growing confidence in responding to the musical elements, character and mood of music by means of movement, dance or other forms of expression</p>	<p>e.g. making up appropriate movements to <i>nursery rhymes</i> and <i>action songs</i> with particular reference to pulse response, rhythmic patterns, starting and stopping, recognition of phrasing, the shape of tunes and structure, e.g. ABA</p>
<p>2.3.5 Develop growing confidence in expressing views about music using simple terms</p>	