

# **MUSIC**

## **Syllabus for Primary Schools**

# **YEAR 2**

# **LEARNING OUTCOMES**

**for**

**YEAR 2**

| <b>2.1 PERFORMING</b>   | <b>2.2 COMPOSING</b>   | <b>2.3 LISTENING AND APPRAISING</b>  |
|---|--|--|
| 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><b>2.1.1 Develop growing confidence in singing nursery rhymes and unison songs and developing control of:</b></p> <ul style="list-style-type: none"> <li>• diction,</li> <li>• phrasing,</li> <li>• pulse and rhythm,</li> <li>• pitch,</li> <li>• the expressive elements.</li> </ul> | <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<br/>make actions matching the tempo<br/>explore the effect of singing at a faster or slower tempo<br/>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<br/>sing songs at different pitches, noting the effect<br/>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><b>2.1.2 Develop growing confidence in playing short musical phrases by ear and from symbols</b></p>   | <p>e.g. exploring a simple melodic phrase on a glockenspiel<br/>use of symbols to represent pitch, volume and duration</p>  |

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

## 2.2 COMPOSING

| Learning Outcomes   | Notes   |
|---|---|
| <p><b>2.2.1 Develop growing confidence in exploring more resources for composing e.g.</b></p> <ul style="list-style-type: none"> <li>• change sounds</li> <li>• long sounds can be played using e.g. the cymbal</li> <li>• short sounds can be played using e.g. the woodblock</li> <li>• some instruments produce both long and short sounds e.g. the tambourine, the triangle, the voice</li> </ul> | <p>a sound can be played higher or lower, longer or shorter, louder or quieter, faster or slower, with a different timbre;<br/>a long sound can be shortened by touching the vibrating surface;<br/>different sounds can be made with the same instrument – e.g. a tambourine can be shaken or tapped</p> |
| <p><b>2.2.2 Develop growing confidence in composing musical patterns:</b></p> <ul style="list-style-type: none"> <li>• rhythmic patterns based on names of villages, football teams etc., to be chanted or played on their own or in sequence controlled by a pulse</li> <li>• set rhythmic patterns to music</li> <li>• melodic patterns with given notes</li> </ul>                                 | <p>e.g. five-note melodies using three given notes, say, CDE, which could be written using dot notation and sung</p>  |
| <p><b>2.2.3 Develop growing confidence in composing accompaniments to songs:</b></p> <ul style="list-style-type: none"> <li>• reflect on the mood of the song, choose sounds and play expressively: on the pulse<br/>the rhythm of the song</li> <li>• any special effects</li> </ul>   | <p>e.g. a triangle beat at the beginning of each phrase</p>   |
| <p><b>2.2.4 Develop growing confidence in composing music:</b></p> <ul style="list-style-type: none"> <li>• explore, select and organise sounds to compose musical effects</li> </ul>   | <p>e.g. to describe a fireworks display<br/>to heighten the events of a story</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><b>2.3.1 Develop growing confidence in recognising different ways of changing sounds e.g.</b></p> <ul style="list-style-type: none"> <li>• by playing higher or lower</li> <li>• by making longer or shorter</li> <li>• by playing louder or quieter</li> <li>• by going faster or slower</li> <li>• by changing the timbre</li> </ul> |   |
| <p><b>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</b></p>  | <p>e.g. bright sounds played outdoors: <i>La Mourisque</i> by Susato<br/> echoes: <i>In a deep Vaulted Cell</i> by Henry Purcell<br/> describing the home of the trolls: <i>In the Hall of the Mountain King</i> by Grieg</p>                           |
| <p><b>2.3.3 Develop growing confidence in recognising that there is music for different purposes</b></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><b>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</b></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><b>2.3.5 Develop growing confidence in expressing views about music using simple terms</b></p>   |   |