

Year 2 scheme of work

Curriculum Requirement

National Curriculum:
Music

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
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.						✓	✓	✓	✓	

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Model Music Curriculum

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Begin with simple songs with a very small range, mi-so, and then slightly wider. Include pentatonic songs.	✓	✓	✓	✓	✓					✓
Sing a wide range of call and response songs, to control vocal pitch and to match the pitch they hear with accuracy.	✓	✓	✓	✓	✓					✓
Improvise simple vocal chants, using question and answer phrases.			✓			✓	✓	✓	✓	
Create musical sound effects and short sequences of sounds in response to stimuli. Combine to make a story, choosing and playing classroom instruments or sound-makers.						✓	✓	✓	✓	✓
Understand the difference between creating a rhythm pattern and a pitch pattern.				✓	✓	✓	✓	✓	✓	
Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.			✓			✓	✓	✓	✓	

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Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Model Music Curriculum

Recognise how graphic notation can represent created sounds. Explore and invent own symbols.



Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.



Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.



Respond to the pulse in recorded/live music through movement and dance.



Perform short copycat rhythm patterns accurately, led by the teacher.



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Model Music Curriculum

Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.

✓

✓

✓

✓

✓

✓

✓

✓

✓

✓

Listen to sounds in the local school environment, comparing high and low sounds.

✓

Sing familiar songs in both low and high voices and talk about the difference in sound.

✓

✓

✓

✓

Explore percussion sounds to enhance storytelling.

✓

✓

✓

✓

✓

Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.

✓

✓

✓

✓

✓

✓

✓