



## Music: Year 2

**Teachers:** In schools, lessons on music should feature activities and works that illustrate important musical concepts and terms, and should introduce important composers and works. When appropriate, topics in music may be linked to topics in other disciplines.




The following guidelines focus on content, not performance skills, though many concepts are best learned through active practice (singing, clapping rhythms, playing instruments, etc.).

### I. ELEMENTS OF MUSIC

#### A. ELEMENTS

- Through participation become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).
  - Recognise a steady beat, move to a beat, play a steady beat, recognise accents.
  - Move responsively to music (marching, walking, hopping, swaying, etc.).
  - Recognise short and long sounds.
  - Discriminate between fast and slow.
  - Discriminate between obvious differences in pitch: high and low.
  - Discriminate between loud and soft.
  - Understand that melody can move up and down.
  - Hum the melody while listening to music.
  - Echo short rhythms and melodic patterns.
  - Play simple rhythms and melodies.
  - Recognise like and unlike phrases.
  - Recognise that music has timbre or tone colour.
  - Sing unaccompanied, accompanied and in unison.

#### A. NOTATION

- Understand that music is written down in a special way and become familiar with the following notation:
  - Crotchet: one single beat 
  - Minim: the length of two crotchet beats 
  - Semi-breve: a long note, as long as four crotchet beats or two minims 

### II. LISTENING AND UNDERSTANDING

**Teachers:** Expose children to a wide range of music, including children's music, popular instrumental music, and music from various cultures.

#### A. MUSICAL TERMS AND CONCEPTS

- Composers
  - Know that a composer is someone who writes music.
  - Become familiar with Wolfgang Amadeus Mozart as a composer who wrote what is known as classical music, and listen to the Allegro (first movement) from *A Little Night Music (Eine kleine Nachtmusik)*.

- Orchestra
  - Become familiar with the families of instruments in the orchestra: strings, brass, woodwinds, percussion [Children will review families of instruments and specific instruments in later years].
  - Know that the leader of the orchestra is called the conductor.
  - Listen to Sergei Prokofiev, *Peter and the Wolf*.

## B. MUSIC CAN TELL A STORY

- Opera
  - Understand that opera combines music, singing and acting.
  - Listening to selections from Humperdinck's *Hansel and Gretel*: 'Brother, Come Dance with Me', 'I am the Little Sandman' and 'Children's Prayer'.
- Instrumental Music
  - Listen to Paul Dukas, *The Sorcerer's Apprentice*.
- Ballet
  - Understand that ballet combines music and movement, often to tell a story.
  - Listen to Tchaikovsky's *Nutcracker Suite*.

[If resources are available, read aloud to students the story behind Tchaikovsky's *Nutcracker*, and either attend a performance or show scenes from the ballet, which is available on DVD. You may also wish to introduce children to the Suite from Tchaikovsky's *Sleeping Beauty*, in relation to the story in English Language and Literature, *Sleeping Beauty*.]

## C. MUSICAL TRADITIONS

- Jazz
  - Understand that jazz is a kind of music that developed in America, with African and African American roots, and that jazz musicians improvise.
  - Recognise Louis Armstrong as a great early jazz musician.

## III. SONGS

**Teachers:** You may also wish to teach children the song 'Brother, Come Dance with me' in connection with their introduction to the opera *Hansel and Gretel*:

- Billy Boy
- La Cucaracha
- Drunken Sailor (Sea Shanty, also known as 'What Should We Do with A Drunken Sailor?')
- Dry Bones
- For He's a Jolly Good Fellow
- Frère Jacques/Brother John
- I had a little Nut Tree
- The Grand Old Duke of York
- Lavenders Blue
- Michael Finnigan
- Michael, Row the Boat Ashore
- Oh, John the Rabbit
- On Top of Old Smoky
- Polly put the Kettle on
- Run Rabbit Run
- She'll Be Comin' Round the Mountain
- Skip to My Lou
- Ten Green Bottles
- There's a Hole in My Bucket
- When the Saints Go Marching In