



Year 2 Music Curriculum Overview

Subject-leader overview of cumulative Year 2 music learning

Cycle B

KS1

Pre-curated Curriculum

This document reflects Kidstrument's pre-curated curriculum. The platform automatically adjusts content to teacher selection. A Curriculum Designer is available to build fully custom programmes. Content is updated regularly - new material may not appear until the next academic year update.

Subject

Music

Year 2 centres on blues music and strengthens pulse, pitch and rhythm understanding through singing, listening, movement, notation and simple creative work.

Brief description

- Children explore the sound, mood and key instruments of blues music through repeated listening and performance routines.
- Note values, simple rests, pitch direction and first stave-based note reading are introduced in practical, age-appropriate ways.
- By the summer term, pupils begin simple lyric-writing and perform their own blues lines over a backing track.

Genres / styles / listening focus

- Blues is the central style focus across the year.
- Listening includes blues history and artists such as Ma Rainey and Robert Johnson, as well as Chicago Blues.
- Instrument knowledge includes drums, bass guitar, electric guitar, keyboard, acoustic guitar, piano and the idea of a band.
- Children listen for groove, mood, pulse and instrument roles within a blues song.
- Performance is rooted in sing-along work with Hear My Train Is Coming and later blues karaoke and lyric performance.

Skills and theory introduced

- Recognising blues as a style and beginning to describe its sound and mood.
- Reading and clapping semibreves, minims and crotchets within a steady four-beat count.
- Understanding that a chord is made from notes played together.
- Learning that dynamics describe how loud or quiet music is.
- Learning that pulse is the steady beat in music.
- Using Skies and Valleys to identify whether notes move higher or lower.
- Singing and locating notes C, D and E through Musical Rainbow and Rainbow Dots.
- Reading a one-beat crotchet rest and returning accurately after silence.
- Beginning simple blues lyric-writing while keeping to the original phrase length and rhythm.
- Learning that the minor pentatonic scale is strongly linked to blues sound.

Skills and theory revisited / developed

- Keeping a steady pulse is revisited and developed through singing, movement, dance and drumming.
- Counting to four and performing note values accurately are revisited across the year.
- Pitch matching and note-name recall are revisited through repeated C, D and E work.
- Listening for missing instruments and describing what is heard are developed through regular detective-style tasks.
- Blues singing is revisited through verse work, full-song sing-alongs and karaoke-style performance.
- Desk drumming and rhythmic movement develop coordination, timing and ensemble response.
- Lyric-writing is revisited so children can refine words, rhythm and confident delivery over a backing track.

Key vocabulary

• blues	• scale	• crotchet	• lyrics
• groove	• minor pentatonic	• crotchet rest	• band
• pulse	• chord	• stave	• karaoke
• beat	• dynamics	• note C	
• pitch	• semibreve	• note D	
• higher / lower	• minim	• note E	

Key fun facts

- A chord is made from notes played together.
- A pulse is the steady beat that keeps music together.
- A semibreve lasts for four beats.
- A rest is a silent beat in music.
- The minor pentatonic scale uses five notes and is closely linked to blues sound.
- Chicago Blues shows how blues music changed as musicians moved to new cities.

National Curriculum Learning Outcomes

All sessions address these National Curriculum Learning Outcomes - activities are linked automatically for tracking

LO1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes

LO2 Play tuned and untuned instruments musically

LO3 Listen with concentration and understanding to a range of high-quality live and recorded music

LO4 Experiment with, create, select and combine sounds using the inter-related dimensions of music

Source: *National Curriculum in England: Music Programmes of Study*

Curriculum links

- Uses voices expressively through blues singing, karaoke and simple lyric performance.
- Listens with concentration to a focused style tradition and to key instruments within that tradition.
- Develops early notation through note values, rests and first stave-based pitch placement.
- Keeps a steady pulse through movement, dance, clapping and desk drumming.
- Begins to create and adapt musical material through blues lyric-writing.