

# YEAR 2 – Term 1

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Performing	<p>The three <b>Prime</b> ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p><b>Specific:</b></p> <p>Being Imaginative and Expressive ELG</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	<p>Use <b>tuned and untuned instruments</b> to perform and choose sounds to represent different things.</p>	<p>Perform simple patterns and accompaniments keeping a <b>steady pulse/beat</b>.</p>	<p>Play clear notes on <b>tuned instruments</b> and use different <b>elements in composition</b>. (rhythm, pulse, pitch, tempo).            Play <b>untuned instruments</b> with a <b>steady rhythm</b>.            Sing in <b>tune</b> with <b>expression and control</b>.            Perform actions in time with a song.            Play and perform in <b>solo and ensemble</b> contexts.</p>	<p>Sing songs from memory with <b>accurate pitch</b>.            Copy short <b>melodic phrases</b> on a tuned instrument.            Sing in different <b>time signatures</b>.</p>	<p>Maintain own part whilst others are performing their part.            Play <b>melodies</b> on tuned percussion.</p>	<p>Sing in <b>harmony</b> confidently and accurately            Perform parts from memory            Take the lead in a performance.            Perform using <b>notation</b>.            Perform in an <b>ensemble</b>.</p>
Composing		<p>Make a <b>sequence</b> of sounds and respond to different moods in music.            Show sounds by using <b>pictures (graphic notation)</b>.</p>	<p>Order sounds to create a beginning, middle and an end.            Create music in response to different starting points.            Choose sounds which create an <b>effect</b>.            Use <b>symbols</b> to represent sounds.</p>	<p>Combine different sounds to create a specific mood or feeling.            Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music (<b>pitch, duration, dynamics, tempo, timbre, texture, structure and notation</b>).            Compose <b>melodies and songs</b>.</p>	<p>Use <b>notation</b> to record compositions in a small group or individually.            Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music (<b>pitch, duration, dynamics, tempo, timbre, texture, structure and notation</b>).</p>	<p>Compose music which meets specific criteria            Choose the most appropriate <b>tempo</b> for a piece of music            Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music (<b>pitch, duration, dynamics, tempo, timbre, texture, structure and notation</b>).            Compose a <b>short ternary piece</b> (3 elements).</p>	<p>Use a variety of different devices in composition (including melody, rhythms and chords)            Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music (<b>pitch, duration, dynamics, tempo, timbre, texture, structure and notation</b>).            Compose a <b>melodic phrase</b> using the <b>pentatonic scale</b>.</p>
Listening		<p>Listen for <b>elements</b> of music, such as, <b>pulse/beat, rhythm and pitch</b>.            Identify <b>changes</b> in sounds, such as <b>rhythm and pitch</b>.            Recognise <b>repeated patterns</b>.</p>	<p>Make connections between <b>notations and musical sounds</b>.            Listen for <b>elements</b> of music, such as, <b>pulse/beat, rhythm and pitch</b>.</p>	<p>Identify repetition, contrasts and variations.</p>	<p>Explain why silence is often needed in music and explain what effect it has.            Identify <b>major and minor chords</b>.            Identify the stories, origins, traditions, history and social context of the music they are listening to.</p>	<p>Repeat a phrase from the music after listening intently.</p>	<p>Identify a variety of pieces of music and their characteristics.</p>
Using and Understanding		<p>Make different <b>sounds</b> with <b>voice and instruments</b>.            Follow <b>instructions</b> about when to <b>play and sing</b>.            Sing familiar songs in <b>high and low</b> voices.            Copy sounds at the same <b>pitch</b>            Clap and repeat short rhythmic and <b>melodic patterns</b>.</p>	<p><b>Sing or clap</b> increasing and decreasing <b>tempo</b>.            Sing following a <b>melody</b> at a given <b>pitch</b>.            Play simple <b>rhythmic patterns</b> on <b>tuned and untuned instruments</b>.</p>	<p>Create repeated patterns with different instruments.            Move to a <b>steady beat</b>, changing with the <b>tempo</b> of the music.            Use and understand <b>staff</b> and other <b>musical notations</b>.            Improve work; explaining how it has been improved.</p>	<p>Use notation to record and interpret sequences of pitches</p>	<p>Use a music diary to record aspects of the <b>composition process</b>.            Suggest improvements to their own or others work.            Use notation to record groups of <b>pitches (chords)</b>.            Recognise and use basic structural forms, such as <b>rounds, variation, rondo form</b>.</p>	<p>Analyse features within different pieces of music.            Refine and improve their own work.            Recognise different forms of notation serve different purposes and use appropriately.</p>
Appreciating		<p>Say whether they like or dislike a piece of music and how it makes them feel.</p>	<p>Say whether they like or dislike a piece of music and how it makes them feel.</p>	<p>Use musical words to describe a piece of music and <b>compositions</b>.            Use musical words to describe what they like and do not like about a piece of music.</p>	<p>Identify and describe the different purposes of music</p>	<p>Describe, compare and evaluate music using musical vocabulary            Explain why they think music is successful or unsuccessful.</p>	<p><b>Evaluate</b> how the venue, occasion and purpose affects the way a piece of music is created</p>
History of Music	<p>The three <b>Prime</b> ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p><b>Specific:</b></p> <p>Being Imaginative and Expressive ELG</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p> <p>Past and Present ELG</p>			<p>Recognise the work of at least one <b>famous composer</b>.</p>	<p>Begin to identify the style of work of Beethoven, Mozart and Elgar</p>	<p>Contrast the work of a famous composer with another and explain preferences</p>	<p>Compare and contrast the impact that different composers from different times have had on people of that time</p>

	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>						
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**EXPLORING SIMPLE PATTERNS  
INTRODUCING BEAT  
COMPOSITES**

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

**COMPONENTS**

	1	2	3	End Point
<b>CONCEPTS</b> <a href="#">Link to concept map</a>	Expression Technique Critical Thinking	Expression Technique Critical Thinking	Expression Technique Critical Thinking Composition	<b>Children will be able to sing and play a tuned instrument in a simple pattern and improvise and compose using simple patterns.</b>  Children will be able to play or react to a piece of music with their own personal responses. Children will be able to perform simple patterns and accompaniments keeping a steady pulse/beat Children will be able to listen for elements of music and discuss what they have heard and how the music made them feel. Children will be able to order sounds to create a beginning, middle and end
<b>SKILLS</b>	<b>Perform simple patterns and accompaniments keeping a steady pulse/beat.</b> <b>Sing following a melody at a given pitch.</b> <b>Play simple rhythmic patterns on tuned and untuned instruments.</b> <b>Listen for elements of music, such as, pulse/beat, rhythm and pitch.</b>	<b>Perform simple patterns and accompaniments keeping a steady pulse/beat.</b> <b>Sing following a melody at a given pitch.</b> <b>Play simple rhythmic patterns on tuned and untuned instruments</b> <b>Listen for elements of music, such as, pulse/beat, rhythm and pitch.</b>	<b>Perform simple patterns and accompaniments keeping a steady pulse/beat.</b> <b>Play simple rhythmic patterns on tuned and untuned instruments</b> <b>Make connections between notations and musical sounds.</b> <b>Listen for elements of music, such as, pulse/beat, rhythm and pitch.</b> <b>Order sounds to create a beginning, middle and an end.</b>	Children will be able to: <ul style="list-style-type: none"> <li>perform simple patterns and accompaniments keeping a steady pulse/beat.</li> <li>sing following a melody at a given pitch.</li> <li>Play simple rhythmic patterns on tuned and untuned instruments.</li> <li>Listen for elements of music, such as, pulse/beat, rhythm and pitch.</li> <li>Make connections between notations and musical sounds.</li> <li>Order sounds to create a beginning, middle and an end.</li> </ul>
<b>KNOWLEDGE</b> <a href="#">Year 2 Knowledge Organiser</a>	Listen carefully when you are singing and sing the pitches correctly. Mark the beat of a piece of music by tapping or clapping.	Improvise by making up a piece of music on the spot.	Write down compositions using dot notation, stick notation or symbols.	Children will be able to sing at the correct pitch. Children will be able to mark the beat of a piece of music by tapping or clapping. Children will be able to improvise. Children will be able to record compositions using a form of notation.
<b>LESSON LINK</b>	<a href="#">...MTPs\Music\Year 2\Term 1\Music Plan Term 1.docx</a>	<a href="#">...MTPs\Music\Year 2\Term 1\Music Plan Term 1.docx</a>	<a href="#">...MTPs\Music\Year 2\Term 1\Music Plan Term 1.docx</a>	
<b>PROGRESSIVE VOCABULARY</b>	steady pulse/beat melody pitch rhythmic tuned instruments untuned instruments elements rhythm	steady pulse/beat melody pitch rhythmic tuned instruments untuned instruments elements rhythm	steady pulse/beat melody pitch rhythmic tuned instruments untuned instruments elements rhythm	Articulate and recognise subject specific vocabulary
<b>CURRICULUM EXPERIENCES</b>	Singing Glockenspiel	Glockenspiel	Glockenspiel	

<b>END POINT</b>	Children will be able to sing and play a tuned instrument in simple patterns.	Children will be able to improvise using simple patterns.	Children will be able to compose using simple patterns.	
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# BIRCHINGTON



CHURCH OF ENGLAND PRIMARY