

YEAR 2 – Term 2

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Performing	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</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 tuned and untuned instruments to perform and choose sounds to represent different things.</p>	<p>Perform simple patterns and accompaniments keeping a steady pulse/beat.</p>	<p>Play clear notes on tuned instruments and use different elements in composition. (rhythm, pulse, pitch, tempo).</p> <p>Play untuned instruments with a steady rhythm.</p> <p>Sing in tune with expression and control.</p> <p>Perform actions in time with a song.</p> <p>Play and perform in solo and ensemble contexts.</p>	<p>Sing songs from memory with accurate pitch.</p> <p>Copy short melodic phrases on a tuned instrument.</p> <p>Sing in different time signatures.</p>	<p>Maintain own part whilst others are performing their part.</p> <p>Play melodies on tuned percussion.</p>	<p>Sing in harmony confidently and accurately</p> <p>Perform parts from memory</p> <p>Take the lead in a performance.</p> <p>Perform using notation.</p> <p>Perform in an ensemble.</p>
Composing		<p>Make a sequence of sounds and respond to different moods in music.</p> <p>Show sounds by using pictures (graphic notation).</p>	<p>Order sounds to create a beginning, middle and an end. Create music in response to different starting points.</p> <p>Choose sounds which create an effect.</p> <p>Use symbols to represent sounds.</p>	<p>Combine different sounds to create a specific mood or feeling.</p> <p>Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and notation).</p> <p>Compose melodies and songs.</p>	<p>Use notation to record compositions in a small group or individually.</p> <p>Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and notation).</p>	<p>Compose music which meets specific criteria</p> <p>Choose the most appropriate tempo for a piece of music</p> <p>Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and notation).</p> <p>Compose a short ternary piece (3 elements).</p>	<p>Use a variety of different devices in composition (including melody, rhythms and chords)</p> <p>Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and notation).</p> <p>Compose a melodic phrase using the pentatonic scale.</p>
Listening		<p>Listen for elements of music, such as, pulse/beat, rhythm and pitch.</p> <p>Identify changes in sounds, such as rhythm and pitch.</p> <p>Recognise repeated patterns.</p>	<p>Make connections between notations and musical sounds.</p> <p>Listen for elements of music, such as, pulse/beat, rhythm and pitch.</p>	<p>Identify repetition, contrasts and variations.</p>	<p>Explain why silence is often needed in music and explain what effect it has.</p> <p>Identify major and minor chords.</p> <p>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 sounds with voice and instruments.</p> <p>Follow instructions about when to play and sing.</p> <p>Sing familiar songs in high and low voices.</p> <p>Copy sounds at the same pitch</p> <p>Clap and repeat short rhythmic and melodic patterns.</p>	<p>Sing or clap increasing and decreasing tempo.</p> <p>Sing following a melody at a given pitch.</p> <p>Play simple rhythmic patterns on tuned and untuned instruments.</p>	<p>Create repeated patterns with different instruments.</p> <p>Move to a steady beat, changing with the tempo of the music.</p> <p>Use and understand staff and other musical notations.</p> <p>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 composition process. Suggest improvements to their own or others work.</p> <p>Use notation to record groups of pitches (chords).</p> <p>Recognise and use basic structural forms, such as rounds, variation, rondo form.</p>	<p>Analyse features within different pieces of music.</p> <p>Refine and improve their own work.</p> <p>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 compositions.</p> <p>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</p> <p>Explain why they think music is successful or unsuccessful.</p>	<p>Evaluate how the venue, occasion and purpose affects the way a piece of music is created</p>
History of Music	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</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 famous composer.</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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**DYNAMICS AND TEMPO
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
	What are dynamics and tempo?	Can I clap at different tempos?	Can I play the glockenspiels at different tempos?	<p>Children will know what dynamics and tempo are. Children will be able to clap and play the glockenspiel at different tempos.</p>
<p>CONCEPTS Link to concept map</p>	Expression	Expression	Expression	Children will be able to perform simple patterns and accompaniments keeping a steady pulse/beat.
	Technique	Technique	Technique	Children will be able to play simple rhythmic patterns on tuned and untuned instruments.
	Critical Thinking	Critical Thinking	Critical Thinking	Children will be able to listen for elements of music and discuss what they have heard and how the music made them feel.
	Composition			Children will be able to order sounds to create a beginning, middle and end
<p>SKILLS</p>	<p>Sing or clap increasing and decreasing tempo. Perform simple patterns and accompaniments keeping a steady pulse/beat. Sing following a melody at a given pitch. Play simple rhythmic patterns on tuned and untuned instruments. Make connections between notations and musical sounds. Listen for elements of music, such as, pulse/beat, rhythm and pitch. Order sounds to create a beginning, middle and an end.</p>	<p>Sing or clap increasing and decreasing tempo. Perform simple patterns and accompaniments keeping a steady pulse/beat. Sing following a melody at a given pitch. Listen for elements of music, such as, pulse/beat, rhythm and pitch.</p>	<p>Sing or clap increasing and decreasing tempo. Perform simple patterns and accompaniments keeping a steady pulse/beat. Play simple rhythmic patterns on tuned and untuned instruments. Listen for elements of music, such as, pulse/beat, rhythm and pitch.</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Sing or clap increasing and decreasing tempo. • Perform simple patterns and accompaniments keeping a steady pulse/beat. • Sing following a melody at a given pitch. • Play simple rhythmic patterns on tuned and untuned instruments. • Make connections between notations and musical sounds. • Listen for elements of music, such as, pulse/beat, rhythm and pitch. • Order sounds to create a beginning, middle and an end.
<p>KNOWLEDGE Year 2 Knowledge Organiser</p>	<p>Tempo means how fast or slow the music is Tempo can change during a piece of music Dynamics means how loud or quiet music sounds. Dynamics can change during a piece of music.</p>	<p>Slow down or speed up your beat to match the new tempo. Mark the beat of a piece of music by tapping or clapping. Use actions or symbols to help you think about dynamics and tempo while singing.</p>	<p>Tempo can change during a piece of music.</p>	<p>Children will know that tempo means how fast or slow the music is and that it can change during a piece of music. Children will know that dynamics is how loud or quiet music sounds and that it can change during a piece of music. Children will be able to mark the beat of a piece of music and use actions and symbols to think about the dynamics and tempo.</p>
<p>LESSON LINK</p>	<p>Year 2 Term 2 Planning</p>	<p>Year 2 Term 2 Planning</p>	<p>Year 2 Term 2 Planning</p>	
<p>PROGRESSIVE VOCABULARY</p>	<p>sing or clap tempo steady pulse/beat melody pitch rhythmic tuned and untuned instruments</p>	<p>sing or clap tempo steady pulse/beat melody pitch elements rhythm</p>	<p>sing or clap tempo steady pulse/beat rhythmic tuned and untuned instruments elements pitch</p>	<p>Articulate and recognise subject specific vocabulary</p>

	notations and musical sounds elements rhythm		rhythm	
CURRICULUM EXPERIENCES	Glockenspiels	Singing	Glockenspiels	
END POINT	Children will know what the dynamics and tempo of music is .	Children will be able to clap at different tempos and use actions and tempos to mark the beat of music.	Children will be able to play glockenspiels at different tempos.	

