

YEAR 2 – Term 4

	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). Play untuned instruments with a steady rhythm. Sing in tune with expression and control. Perform actions in time with a song. Play and perform in solo and ensemble contexts.</p>	<p>Sing songs from memory with accurate pitch. Copy short melodic phrases on a tuned instrument. Sing in different time signatures.</p>	<p>Maintain own part whilst others are performing their part. Play melodies on tuned percussion.</p>	<p>Sing in harmony confidently and accurately Perform parts from memory Take the lead in a performance. Perform using notation. Perform in an ensemble.</p>
Composing		<p>Make a sequence of sounds and respond to different moods in music. Show sounds by using pictures (graphic notation). Use symbols to represent sounds.</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 effect. Use symbols 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 (pitch, duration, dynamics, tempo, timbre, texture, structure and notation). Compose melodies and songs.</p>	<p>Use notation to record compositions in a small group or individually. Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and notation). Compose a short ternary piece (3 elements).</p>	<p>Compose music which meets specific criteria Choose the most appropriate tempo for a piece of music. Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and notation). Compose a short ternary piece (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 (pitch, duration, dynamics, tempo, timbre, texture, structure and notation). Compose a melodic phrase using the pentatonic scale.</p>
Listening		<p>Listen for elements of music, such as, pulse/beat, rhythm and pitch. Identify changes in sounds, such as rhythm and pitch. Recognise repeated patterns.</p>	<p>Make connections between notations and musical sounds. 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. Identify major and minor chords. 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. Follow instructions about when to play and sing. Sing familiar songs in high and low voices. Copy sounds at the same pitch. Clap and repeat short rhythmic and melodic patterns.</p>	<p>Sing or clap increasing and decreasing tempo. Sing following a melody at a given pitch. Play simple rhythmic patterns on tuned and untuned instruments.</p>	<p>Create repeated patterns with different instruments. Move to a steady beat, changing with the tempo of the music. Use and understand staff and other musical notations. 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. Use notation to record groups of pitches (chords). Recognise and use basic structural forms, such as rounds, variation, rondo form.</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 compositions. 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>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. Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</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>

	Past and Present ELG Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.						
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INVENTING A MUSICAL STORY 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
	Can I play a glockenspiel to the pulse?	Can I play a glockenspiel to the pulse?	Can I compose a piece of music on a glockenspiel?	Children will be able to play a glockenspiel to the pulse of a piece of music at different difficulties and use this practice to compose their own pieces and perform them to others.
CONCEPTS Link to concept map	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		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 compose a piece of music using the knowledge they have learnt.
SKILLS	Play simple rhythmic patterns on tuned instruments. Perform simple patterns and accompaniments keeping a steady pulse/beat. Listen for elements of music, such as, pulse/beat, rhythm and pitch.	Play simple rhythmic patterns on tuned instruments. Perform simple patterns and accompaniments keeping a steady pulse/beat. Listen for elements of music, such as, pulse/beat, rhythm and pitch.	Use symbols to represent sounds. Play simple rhythmic patterns on tuned instruments. Order sounds to create a beginning, middle and an end.	Children will be able to: <ul style="list-style-type: none"> • Play simple rhythmic patterns on tuned instruments. • Perform simple patterns and accompaniments keeping a steady pulse/beat. • Listen for elements of music, such as, pulse/beat, rhythm and pitch. • Use symbols to represent sounds. • Order sounds to create a beginning, middle and an end.
KNOWLEDGE Year 2 Knowledge Organiser	Patterns of long and short sounds used in music The steady pulse that keeps going through a piece of music. Groups of beats with a stronger first beat – beat groupings	Patterns of long and short sounds used in music The steady pulse that keeps going through a piece of music. Groups of beats with a stronger first beat – beat groupings	Patterns of long and short sounds used in music The steady pulse that keeps going through a piece of music. Groups of beats with a stronger first beat – beat groupings Create our own music Write down compositions using notation.	Children will recognise patterns of long and short sounds, know that pulse is the steady beat in music and beat groups tend to have a stronger first beat. They will be able to compose and record this in writing using symbols.
LESSON LINK	Year 2 Term 4 Planning	Year 2 Term 4 Planning	Year 2 Term 4 Planning	
PROGRESSIVE VOCABULARY	rhythmic patterns tuned instruments steady pulse/beat elements pulse/beat rhythm pitch	rhythmic patterns tuned instruments steady pulse/beat elements pulse/beat rhythm pitch	symbols rhythmic patterns tuned instruments	Articulate and recognise subject specific vocabulary
CURRICULUM EXPERIENCES	Glockenspiel	Glockenspiel	Glockenspiel	

END POINT

Children will be able to play a glockenspiel, hitting the correct notes to the pulse of the music.

Children will be able to play a glockenspiel, hitting the correct notes to the pulse of the music, to a more challenging piece of music.

Children will be able to compose and record their own composition using a glockenspiel and perform this to others.

BIRCHINGTON



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