

Music
Year group - Year 2

Listen & Appraisal	Inter-related Dimensions	Use voices	Playing Instruments	Composition	Improvisation
L1 Can I recognise and identify simple styles of music?	D1 Can I identify the pulse, rhythm and pitch of a piece of music?	V1 Can I sing as part of a group?	P1 Can I continue to learn to play together in a group/ensemble?	C1 Can I create my own simple melodies (usually within a group)	I1 Can I explore and create simple sounds with my voice or an instrument?
L2 Can I start to identify instruments in the music? E.g. drums, cymbal...	D2 Can I clap the rhythm of words?	V2 Can I sing alone?	P2 Can I join and stop at appropriate times?	C2 Can I make my own composition using 1, 2 or 3 notes?	I2 Can I improvise a simple rhythmic pattern using an instrument or my voice?
L3 Can I use body percussion to find the pulse/beat of the music?	D3 Can I create my own rhythm when asked?	V3 Can I warm up my voice?	P3 Can I confidently follow a leader/conductor?	C3 Can I understand the difference between composition and improvisation?	I3 Can I perform my own rhythms and melodies?
L4 Can I use musical language to describe the music I am listening to? (pulse, rhythm, pitch, dynamics, tempo)	D4 Can I show an understanding of how dynamics, tempo and pitch work together in a piece of music?	V4 Can I sing with a good sense of the pulse/beat?	P4 Can I play different parts, according to my ability?	C4 Can I record the composition in any way appropriate? (notated/pictorial/video)	
L5 Can I share my opinion and give reasons for my opinion?	D5 Can I take part in call and respond activities to consolidate my knowledge of rhythm	V5 Can I sing in time with a group? (start and stop at the correct time)	P5 Can I continue to play my instrument correctly?	C5 Can I create compositions that demonstrate an understanding of using pitch, dynamics and pitch?	
L6 Can I recognise and identify simple styles of music?			P6 Can I treat my instrument with respect?		

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Topic coverage

Autumn 1 <i>Where in the World is Knypersley?</i> <i>Hands, Feet, Heart</i>	Autumn 2 <i>Our Amazing African Adventure</i> <i>Ho, Ho, Ho</i>	Spring 1 <i>Our Amazing African Adventure</i> <i>I Wanna Play in a Band</i>	Spring 2 <i>Oh No! Mr Toad!</i> <i>Zoo Time</i>	Summer 1 <i>Oh No! Mr Toad!</i> <i>Friendship Song</i>	Summer 2 <i>Magical Mystery Tour (London)</i> <i>Reflect, Rewind and Replay</i>
L1 - L6 D1 - D5 V1 - V5 P1 - P6 C1 - C5 I1 - I3		L1 - L6 D1 - D5 V1 - V5 P1 - P6 C1 - C5 I1 - I3		L1 - L6 D1 - D5 V1 - V5 P1 - P6 C1 - C5 I1 - I3	
Vocabulary		Vocabulary		Vocabulary	
<u>Elements</u> Pulse Beat Rhythm Pitch (high/low) Melody Dynamics (loud/quiet) <u>Instruments</u> Keyboard Piano Drums Bass Guitar Horns Glockenspiel Orchestra Strings Violin Cello Harp		<u>Elements</u> Pulse Beat Rhythm Pitch (high/low) Melody Dynamics (loud/quiet) <u>Instruments</u> Keyboard Piano Drums Bass Guitar Horns Glockenspiel Orchestra Strings Violin Cello Harp		<u>Elements</u> Pulse Beat Rhythm Pitch (high/low) Melody Dynamics (loud/quiet) <u>Instruments</u> Keyboard Piano Drums Bass Guitar Horns Glockenspiel Orchestra Strings Violin Cello Harp	

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<p>Conductor Band Leader</p> <p><u>Pathway</u> Listening Improvise Compose Call and respond Perform Comment</p> <p><u>Genre/Style</u> Pop Rap Classical</p>	<p>Conductor Band Leader</p> <p><u>Pathway</u> Listening Improvise Compose Call and respond Perform Comment</p> <p><u>Genre/Style</u> Pop Rap Classical</p>	<p>Conductor Band Leader</p> <p><u>Pathway</u> Listening Improvise Compose Call and respond Perform Comment</p> <p><u>Genre/Style</u> Pop Rap Classical</p>
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I will know...

Listening and Appraising

- That songs have a musical style.
- That songs can tell a story or describe an idea.
- That music has a steady pulse like a heartbeat.
- That some songs include other ways of using the voice e.g. rapping.
- Some names of untuned percussion instruments.

Call and Respond

- That some songs have a chorus or a response/answer part.
- How we can create rhythms from words, our names, favourite food, colours and animals.
- How rhythms are different from a steady pulse.
- How to start and stop singing when following a leader.

Improvising

- That improvisation is about making up your own tunes on the spot.
- How to respond and improvise my own rhythm playing one or two notes on an instrument or with my voice
- How to add high and low sounds, pitch, when singing or playing an instrument.
- How to use my body, voice or instrument to create my own rhythm.

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Composing

- How to create a simple melody using one, two or three notes with confidence
- How to begin to record the notes of my own composition.

Perform

- How to use my own voice to rap.
- Why we need to warm up our voices
- How to sing making sure my body is positioned correctly.
- The names of notes of musical instruments.
- How to play a note or two on a musical instrument
- How to play an instrument in time with a steady pulse.
- How to treat instruments carefully and with respect
- That unison means everyone singing at the same time