

## Music Year group - Year Two



Listening and Responding to Music	Elements of Music		Composition and Improvisation	Developing Performance Skills and Awareness
I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.	Pulse/Beat/Metre	I can watch and follow a steady beat.	I can demonstrate an understanding of the basic concepts of improvisation and composition.	I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.
		I can find a steady beat.		
		I can recognise the time signature 4/4 by ear and notation.		
		I can understand that the speed of the beat can change, creating a faster or slower pace (tempo).		
I can demonstrate a basic understanding of how feelings can connect with/relate to music.	Rhythm	I can recognise long and short sounds, and match them to syllables and movement.		I can demonstrate a basic understanding of the importance of posture and technique when performing.
		I can play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion.		
		I can create rhythms using word phrases as a starting point.		
I can demonstrate some basic understanding of musical style.	Pitch (melody)	I can identify the high notes and low notes in a melody.		I can introduce my performance (s)
		I can join in with part of a melody.		
		I can rehearse and play a simple instrumental melody as a part to go with a song.		
		I can identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C.		
		I can use body percussion, untuned and tuned percussion instruments with a song, and listen to how the sounds blend together.		
		I can identify and play by ear or notation notes in the tonality of C major		
	Tempo	I can recognise the difference between the speed of a steady beat, a fast beat and a slow beat.		
		I can change the speed of a steady beat, moving from fast to slow, slow to fast.		

## Music Year group - Year Two

Listening and Responding to Music	Elements of Music		Composition and Improvisation	Developing Performance Skills and Awareness
		I can understand that the speed of the beat can change, creating a faster or slower pace.		
	Dynamics	I can identify loud and quiet sections of music, and discuss what makes the music loud or quiet.		
		I can understand the meaning of loud and quiet (forte and piano).		
	Timbr	I know the difference between a speaking voice and a singing voice.		
		I can identify friends from the sound of their voices.		
	Texture	I can understand that singing and playing together creates a musical texture.		
		I can add body percussion accompaniments.		
	Structure (form)	I can join in with a repeated section of a song: the chorus, the response.		
		I can join in with the main tune when it is repeated.		
Vocabulary				
lullaby, Musicals, orchestra, Pop, Rock, Soul, Opera, question and answer	pulse, rhythm, pitch, melody, dynamics, tempo, major, minor, introduction, verse, chorus, piano accompaniment, band brass, band percussion		improvise, compose, glockenspiel	perform/performance, audience

**Intended Impact**

<b>Autumn 1</b> Pulse, Rhythm and Pitch  <b>How does music help us to make friends?</b>	<b>Autumn 2</b> Playing in an Orchestra  Christmas Songs  <b>How does music teach us about the past?</b>	<b>Spring 1</b> Inventing a Musical Story  <b>How does music make the world a better place?</b>	<b>Spring 2</b> Recognising Different Sounds  <b>How does music teach us about our neighbourhood?</b>	<b>Summer 1</b> Enjoying Improvisation  <b>How does music make us happy?</b>	<b>Summer 2</b> Our Big Concert  <b>How Does Music Teach Us About Looking After Our Planet?</b>
<ul style="list-style-type: none"> <li>• I can move in time with a steady beat.</li> <li>• I can listen to, copy and repeat a simple rhythm.</li> <li>• I can listen to, copy and repeat a simple melody.</li> <li>• I can sing back and play back a simple melody.</li> <li>• I understand the meaning of pulse and beat.</li> </ul>	<ul style="list-style-type: none"> <li>• I can play a tuned and/or untuned percussion instrument.</li> <li>• I treat instruments carefully and with respect.</li> <li>• I can practise my instrumental part.</li> <li>• I can play my instruments with my classmates</li> </ul>	<ul style="list-style-type: none"> <li>• I can say what I like or don't like about a piece of music.</li> <li>• I can recognise some musical instruments and name them.</li> <li>• I know if the music is fast/slow and loud/quiet.</li> <li>• I can talk about the style of music my song fits into.</li> </ul>	<ul style="list-style-type: none"> <li>• I can compose a simple melody.</li> <li>• I explore pitch and rhythm when I compose.</li> <li>• I can write a simple melody using up to five notes.</li> <li>• I can recognise one and two-beat musical notes/symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that when I improvise I make up my own tune.</li> <li>• I can improvise using rhythm and/or one or two notes.</li> </ul>	<ul style="list-style-type: none"> <li>• I can sing or rap with my classmates.</li> <li>• I can stand or sit with good posture when I sing.</li> <li>• I can sing a song all by myself.</li> <li>• I can explain the meaning behind the song.</li> <li>• I can add actions to the songs I sing.</li> </ul>