



Singleton Church of England Primary School

Progression of Skills and Knowledge

Music - Y2



Inter-related dimensions of music:
Pitch
Duration
Dynamics
Tempo
Timbre
Texture
Structure
Appropriate musical notation



YEAR 2 CYCLE A	Orchestral instruments – Traditional Western Stories (Y2) LISTENING FOCUS	Myths and legends (Y2) LISTENING AND COMPOSING FOCUS	Musical Theatre LISTENING AND PERFORMANCE FOCUS
KNOWLEDGE ORGANISERS			
KEY VOCAB	Orchestra, instruments, strings, woodwind, brass, percussion, vocals, sound, effect, timbre, dynamics, tempo	Compose, composition, dynamics, graphic score, legend, melody, myth, notation, pitch, rhythm, stave notation, structure, tempo, texture, timbre	Pitch, pulse, dynamics, instruments, melody, voices, notes Keyboard, Drums, Bass, Pulse, Rhythm, Improvise, Perform, Audience, Imagination, improvise, tempo
SUBSTANTIVE KNOWLEDGE	<ul style="list-style-type: none"> To know that musical instruments can be used to create 'real life' sound effects. To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece. To know that stringed instruments, like violins, make a sound when their strings vibrate. To know that a brass instrument is played by vibrating your lips against the mouthpiece. To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. 	<ul style="list-style-type: none"> To know that a graphic score can show a picture of the structure of music. To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917. 	<p>Year 1</p> <ul style="list-style-type: none"> To know that pitch means how high or low a note sounds To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, e.g. through dynamics. To know that my voice can create different timbres to help tell a story. To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music. To know that a piece of music can have more than one section, e.g. a versed and a chorus. <p>Year 2</p> <ul style="list-style-type: none"> To understand that a melody is made up from high- and low-pitched notes played one after the other. To know that 'melody' means a tune. To know that dynamics can change the effect a sound has on the audience. To know that the tempo of a musical phrase can be changed to achieve a different effect. To know that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song
MAKING CONNECTIONS	<p>Year 1 – Classical music, dynamics and tempo (Animals) * Please note, this unit is not covered within the 'Condensed version' of this scheme, however, please use this substantive knowledge to support prior learning.</p> <ul style="list-style-type: none"> To know that sounds can be adapted to change their mood, e.g. through dynamics or tempo. To know that sounds can help tell a story. To know that tempo is the speed of the music. To know that dynamics means how loud or soft a sound is. <p>Year 3 – Creating compositions in response to an animation (Mountains) * Please note, this unit is not covered within the 'Condensed version' of this scheme, however, please use this substantive knowledge for stretch and challenge.</p>	<p>Year 1 – Vocal and body sounds (By the sea) * Please note, this unit is not covered within the 'Condensed version' of this scheme, however, please use this substantive knowledge to support prior learning.</p> <ul style="list-style-type: none"> To know that dynamics can change how someone listening feels about music. To know that your voice can be used as a musical instrument. To know that body percussion means making sounds with your body not your voice, e.g. clapping or slapping knees. To understand that music can be represented by pictures or symbols. <p>Year 3 – Traditional instruments and improvisation (India)</p> <ul style="list-style-type: none"> To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music. 	<p>Year 1</p> <ul style="list-style-type: none"> To know that pitch means how high or low a note sounds To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, e.g. through dynamics. To know that my voice can create different timbres to help tell a story. To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music. To know that a piece of music can have more than one section, e.g. a versed and a chorus. <p>Year 3</p> <ul style="list-style-type: none"> To know that a ballad tells a story through song.

	<ul style="list-style-type: none"> To know that the timbre of instruments played affect the mood and style of a piece of music. To know that an ensemble is a group of musicians who perform together. To know that to perform well, it is important to listen to the other members of your ensemble. 	<ul style="list-style-type: none"> To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar' To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. To know that many types of music from around the world consist of more than one layer of sound; for example, a 'tala' and 'rag' in traditional Indian music. 	<ul style="list-style-type: none"> To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that different notes have different durations, and that crotchets are worth one whole beat. To know that the word 'crescendo' means a sound getting gradually louder. To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that in a ballad, a 'stanza' means a verse. To know that an ensemble is a group of musicians /vocalists who perform together. To know that to perform well, it is important to listen to the other members of your ensemble
KEY SKILLS	<ul style="list-style-type: none"> Recognising timbre changes and structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Suggesting improvements to their own and others' work. Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Choosing appropriate dynamics, tempo and timbre for a piece of music. Performing expressively using dynamics and timbre to alter sounds as appropriate. 	<ul style="list-style-type: none"> Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Suggesting improvements to their own and others' work. Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate. 	<p>Year 1</p> <ul style="list-style-type: none"> Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. Expressing a basic opinion about music (like/dislike). Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. <p>Year 2</p> <ul style="list-style-type: none"> Recognising timbre changes in music they listen to. Recognising structural features in music they *listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work. Successfully combining and layering several instrumental and vocal patterns within a given structure Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic Accuracy Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear