



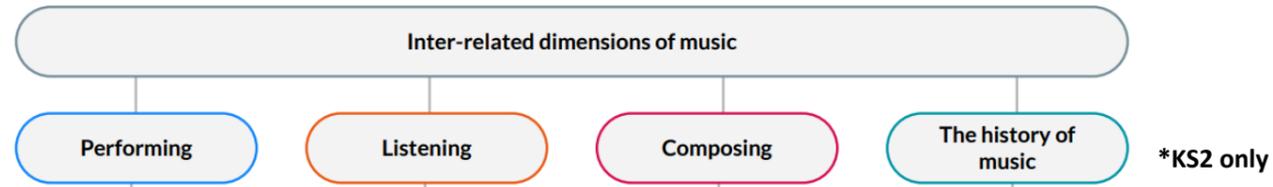
Singleton Church of England Primary School

Progression of Skills and Knowledge

Music - Year 2



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



YEAR 2 CYCLE B	West African call and response song Theme: Animals (Year 2) LISTENING FOCUS & PERFORMING	Musical Me (Year 2) COMPOSING & PERFORMING FOCUS	Musical Theatre Frozen LISTENING & PERFORMING FOCUS
KNOWLEDGE ORGANISERS			
KEY VOCAB	Timbre, dynamics, tempo, call and response, rhythm, structure	Rhythm, pulse, dynamics, timbre, beat, melody, notation	Pitch, pulse, dynamics, instruments, melody, voices, notes Keyboard, Drums, Bass, Pulse, Rhythm, Improve, Perform, Audience, Imagination, improvise, dynamics, tempo
SUBSTANTIVE KNOWLEDGE	<ul style="list-style-type: none"> To know that dynamics can change the effect a sound has on the audience. To know that the long and short sounds of a spoken phrase can be represented by a rhythm. To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song. To understand that the tempo of a musical phrase can be changed to achieve a different effect. To understand that an instrument can be matched to an animal noise based on its timbre. 	<ul style="list-style-type: none"> To understand that 'melody' means a tune. To know that 'notation' means writing music down so that someone else can play it. To understand that 'accompaniment' can mean playing instruments along with a song. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune. 	<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 know 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 verse 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, making a tune. To know that dynamics can change the effect a sound has on the audience. To understand that the tempo of a musical phrase can be changed to achieve a different effect. To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song e.g. "let it go ..let it go "
MAKING CONNECTIONS	<p>Year 1 – Pulse and Rhythm (All about me)</p> <ul style="list-style-type: none"> To know that rhythm means a pattern of long and short notes. To know that pulse is the regular beat that goes through music. To understand that the pulse of music can get faster or slower. To know that a piece of music can have more than one section, e.g. a verse and a chorus. <p>Year 3 – Ballads</p> <ul style="list-style-type: none"> To know that a ballad tells a story through song. 	<p>Year 1 – Musical Vocabulary (under the sea)</p> <ul style="list-style-type: none"> To understand that pitch means how high or low a note sounds. To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that music has layers called 'texture'. <p>Year 3 – Developing singing techniques (Vikings)</p>	<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 know 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 verse and a chorus. <p>Year 3</p>

	<ul style="list-style-type: none"> • To know that lyrics are the words of a song. • To know that in a ballad, a 'stanza' is a verse. 	<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 understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. • To know that written music tells you how long to play a note for. 	<ul style="list-style-type: none"> • To know that a ballad tells a story through song. • 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 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. • Listening to and repeating a short, simple melody by ear. • 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. • Using letter name and graphic notation to represent the details of their composition. • 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. • Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. • Performing expressively using dynamics and timbre to alter sounds as appropriate. 	<ul style="list-style-type: none"> • Recognising timbre changes and structural features in music they listen to. • 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. • 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. • Creating simple melodies from five or more notes. • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Using letter name and graphic notation to represent the details of their composition. • 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. • Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. • Performing expressively using dynamics and timbre to alter sounds as appropriate. • Singing back short melodic patterns by ear and playing short melodic patterns from letter notation. 	<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