

Year 2 Term 1

What does it mean to survive?

MUSIC



Compare different pieces of music heard according to the dynamics and tempo.

Create music in response to a non-musical stimulus, e.g. storm, car race, rocket launch.

Understand the speed of the beat can change as the music speeds up or slows down (tempo).

Respond independently to pitch changes in short melodic phrases; indicate with actions (e.g. stand up/sit down, hand up/hand down).

Long-term Memory Knowledge:

Say how a piece of music makes you feel.

Understand dynamics to mean how loud/quiet a piece of music is and tempo to mean how fast/slow it is.

Identify the point in a piece of music at which it gets louder or quieter (i.e. the dynamics change).

Name some instruments commonly found in a band or orchestra.

Talk about the story being told in a familiar piece of music.

Talk about the similarities and differences in tempo and dynamics of two or more pieces of music.

Create music to tell a story.

Know that the tempo can change (speed up/slow down) in a piece of music.

Identify changes in pitch.

Key Vocabulary

dynamic	how loud or quiet the music is
pitch	how high or low a note/sound is
rhythm	music patterns within a piece of music
strings	a group of musical instruments that are played by plucking their strings

glockenspiel	a tuned instrument with different sized metal bars that you hit with a beater to make a sound
xylophone	a tuned instrument with different sized wooden bars that you hit with a beater to make a sound
clarinet	an instrument you blow to make a sound
violin	a string instrument you play with a bow; it rests under the chin
cello	a string instrument bigger than a violin; it rests on the ground
double bass	a string instrument bigger than a cello; it rests on the ground
flute	an instrument that you hold sideways and blow into to make a sound
tempo	the speed of music: how fast or slow it is going
sequence	the order of the music
orchestra	a group of instruments

Progression in Resources:

Range of classroom instruments: tuned /untuned
Sing Up

Carnival of the Animals

Relevance

Now	Develop a deeper appreciation of how music is put together; be able to match instruments they hear with ones they see.
Future	Appreciate different genres of music and take an interest in watching live musical performances.
Aspiration	Learn a musical instrument and compose their own music.

National Curriculum Links:

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

Essential Prior Learning:

There are different styles of music.

Recognise some common instruments by sound and identify familiar ones in the music.

Describe music through using appropriate vocabulary, e.g. fast/slow, loud/quiet, high/low.

Create musical sound effects and short sequences of sound in response to stimuli, e.g. rainstorm, train journey.

Combine sounds to tell a story by choosing and playing classroom instruments.

Progression in Skill:

Talk about how a song makes you feel.

Know the meaning of dynamics (loud/quiet) and tempo (fast/slow).

Recognise when the dynamics change, i.e. the music gets louder or quieter.

Begin to talk about the style of a piece of music.

Recognise and name some band and orchestral instruments.

Talk about the stories, origins, traditions, history and social context of the music.