

Year 2 – Term 1

## What does it mean to survive?

### 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.

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:

Select different instruments according to their sound in order to create a piece of music to respond to a stimulus.

Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.  
Orchestras are made up of different groups of instruments, including wind and string.

Within one piece of music, the dynamics, tempo and pitch can change.

#### Key Vocabulary

<b>dynamic</b>	how loud or quiet the music is
<b>pitch</b>	how high or low a note/sound is
<b>rhythm</b>	music patterns within a piece of music
<b>strings</b>	a group of musical instruments that are played by plucking their strings
<b>glockenspiel</b>	a tuned instrument with different sized metal bars that you hit with a beater to make a sound

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

#### Progression in Resources:

a range of classroom instruments, both tuned and untuned  
Sing Up  
Carnival of the Animals Music

#### Relevance

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