

Year 2

How sounds can be **sequenced** (put in order)

	Skills	Understanding	Key words
Sing 1	<ul style="list-style-type: none"> a) Can sing/chant simple songs with a small range (e.g do-so) in time with others (by memory) generally in tune. (unison, call and response, partner songs/simple 2 part rounds) b) Can sing with dynamics. c) Can respond to visual cues of teacher. d) Can tap pulse whilst singing. e) Can perform actions whilst singing 	<ul style="list-style-type: none"> a) Voice can make different sounds. b) Understand the importance of a vocal warmup. c) High/Low pitch d) Loud/quiet dynamic e) Fast/Slow tempo f) Start to understand phrasing (breathing). 	<ul style="list-style-type: none"> • Pitch • High/Low • Dynamic • Loud/Quiet/cresc/dim • Tempo • Fast/Slow • Pulse • Beat • Rhythm • Structure • Instrument names (especially percussion instruments they might play) • Rhythmic vocalisations using appropriate syllabic words (e.g Ta Tete)
Perform 2	<ul style="list-style-type: none"> a) Can follow instructions/gestures e.g. start/stop b) Can keep a regular pulse at varying tempos. c) Begin to group beats into 2/3/4. d) Can copy simple rhythms on body percussion or percussion instruments with control. e) Can follow simple stick notation for rhythm. f) Can follow simple dot notation for pitch. g) Can play tuned percussion with 2/3 notes. 	<ul style="list-style-type: none"> a) Understand the difference between pulse and rhythm. b) Start to understand groupings of beats. c) understand basic dynamics, pitch, tempo, d) Sound can be represented through notation. 	
Listen/ Appraise 3	<ul style="list-style-type: none"> a) Can respond to tempo/pitch/dynamic/structure through movement or verbally. b) Can identify beat groupings in music. c) Can identify a sequence of sounds. d) Start to identify some instruments by name and sound. e) Can express an opinion about a piece of music. 	<ul style="list-style-type: none"> a) Music can convey meaning. b) Music can have an order (structure) c) That different instruments can make different sounds. d) Understand some simple musical vocabulary. e) Music comes in different styles and from different times and places. 	
Create 4	<ul style="list-style-type: none"> a) Improvise or compose descriptive music with a narrative (e.g. a story) b) Compose music with a clear structure (beginning, middle and end). c) Create a range of different sounds with given instruments. d) Create simple rhythms using words. e) Improvise vocal and percussion pieces using Q & A phrases – a musical conversation. f) Create symbol notation of rhythms they have created. g) Can begin to create short melodic patterns of 2/3 notes. 	<ul style="list-style-type: none"> a) How to put sounds together in order (structure) to make a descriptive piece of music. b) How to turn words into rhythms c) How to combine pitches to create a melodic pattern. 	