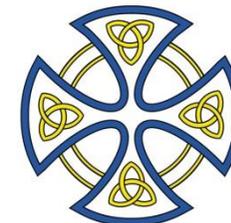




Music Progression of Skills

Year 2



Year 2 National Curriculum Objectives for Music: Children will be taught to:

Year 2 Areas of Study

- Exploring Calypso-style music (Passport to the World)
- The Lark Ascending (Heroes and Villains)
- Composing and performing music to help tell a story (Traditional Tales)
- Samba Drumming / African Hip Hop (Hot and Cold)

Listening and Responding

- Listen with sustained concentration to both live and recorded music.
- Respond to short pieces of music – both live and recorded – through dance, discussion, playing of instruments and through symbols that they have created themselves
- Recognise changes in sound – including changes in instruments

Improvising and Composing

- Order sounds to create an effect in response to different stimuli.
- Choose the appropriate instrument to create a given effect.
- Create a sequence of long and short sounds – rhythmic patterns.
- Use changes in pitch to communicate an idea.
- Invent symbols to represent sound and create a simple graphic score for pitch and duration that others can follow.

Performing - Singing

- Use voice to good effect and show an awareness of the sounds being created.
- Sing in tune and in time – including chants and rhymes.
- Understand the importance of ‘warming up’ their voices.
- Perform as part of an ensemble following instructions from a leader.

Performing – Playing

- Repeat sounds (call and response)
- Play a steady beat
- Copy simple rhythmic patterns
- Play tuned and untuned instruments musically with a sense of timing

Appraising

- Talk about music heard using appropriate musical vocabulary and suggest simple improvements – What went well? What worked? Why?

Musical Dimensions (beat, pulse, pitch, duration, dynamics, tempo, timbre, texture and repetition)

- Recognise the beat within a piece of music and know that this is the ‘pulse’, keeping the timing of the piece steady
- Recognise high, low and middle sounds and know that this is called ‘pitch’.
- Recognise long and short sounds and know that this is called ‘duration’.
- Recognise loud, quiet and silent sounds and know that this is called ‘dynamics’.
- Recognise how the beat changes using fast and slow and know that this is called ‘tempo’.
- Recognise and respond to changes in the layering of sound and know that this called ‘texture’.
- Recognise repeated musical patterns/phrases within pieces of music and know that this is called ‘repetition’.

<u>Notes</u>	
<u>Children working below objectives listed above</u>	<u>Children who are working above objectives listed above</u>