

• **Music: Year 2**

National Curriculum links:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- 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

Sequence of learning:

Autumn		Spring		Summer	
Call and Response: Animals	Instruments: Musical Storytelling	Singing: On this Island	Contrasting dynamics: Space	Structure: Myths and Legends	Pitch: Musical Me
To create short sounds with varied dynamics that represent an animal.	To explore listening and analysing a piece of music in relation to a story.	To learn to sing a British folk song.	To create a simple soundscape using dynamic changes.	To read and clap a rhythm based on a phrase from a story.	To understand and practice reading different symbols to show pitch.
To copy a short sound pattern.	To explore how music and sound effects can tell a story.	To practise and perform a song relating to the countryside	To listen to music and respond creatively, considering how dynamics can be represented.	To hear, write and clap rhythms based on a phrase from a story.	To sing and draw pitch patterns
To explore call and response using instruments.	To select appropriate sounds to match events, characters and feelings in a story.	To practise and perform a song relating to the city.	To compare two pieces of music.	To use a rhythm in different ways to demonstrate structure.	To read and understand the notation for the song 'Once a Man Fell in a Well.'
To create sound patterns based on call and response	To suggest appropriate sounds to represent parts of a story.	To create symbols to represent sounds.	To create a short pitch pattern to represent a planet.	To create a structure using rhythmic patterns.	To use a tuned percussion instrument to play a song.
To perform different sound patterns with contrasting dynamics.	To perform a composition showing changes in tempo and dynamics.	To develop and perform a musical composition.	To perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics.	To perform a group composition.	To complete the notation for a short song using a three-line stave.

Key vocabulary:

Composer/compositon	Dynamics	Phrase	Encore
notation	pitch	Tempo	instrumental

