

## Year 2 Key Learning

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum
		The children will learn:	Children's Statements I can/I know/I understand and demonstrate:	Pupils should be taught to:
Musicianship  Understanding Music  Improvise together	Listening Finding a steady beat Copy back Improvisation Singing  Pulse/Beat Rhythm Pitch Tempo Dynamics	<p>To move in time and keep a steady beat together.</p> <p>To create their own rhythmic and melodic patterns.</p> <p>To understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Continue to copy back simple rhythmic patterns using long and short. Continue to copy back simple melodic patterns using high and low. Sing short phrases independently.</p> <p>Continue to learn to watch and follow a steady beat.</p> <p>Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion.</p> <p>Create rhythms using word phrases as a starting point.</p> <p>Recognise long sounds and short sounds, and match them to syllables and movement.</p>	<ul style="list-style-type: none"> <li>● I can move in time with a steady beat.</li> <li>● I can find the pulse of the music by moving my body.</li> <li>● I understand that rhythm is a pattern of long and short sounds which are performed over the pulse of the music.</li> <li>● I can listen to, copy and repeat a simple rhythm.</li> <li>● I understand that pitch describes how high or low sounds are.</li> <li>● I can listen to, copy and repeat a simple melody using varied rhythm and pitch when I sing on my own.</li> <li>● I can follow a steady beat. I can follow the leader of the group or the conductor.</li> <li>● I understand that when the speed of the music changes, the tempo increases/decreases.</li> <li>● I can improvise a simple rhythm using different instruments including my voice.</li> <li>● I can clap a rhythm that I have made up by myself.</li> <li>● I can clap the rhythm of my name, pet or favourite colour.</li> </ul>	Experiment with, create, select and combine sounds using the inter-related dimensions of music.

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		The children will learn:	Children's Statements I can/I know/I understand and demonstrate:	Pupils should be taught to:
Listen and Respond	Listening Responding Musical Styles Historical context Different Musicians	Find and try to keep a steady beat.	<ul style="list-style-type: none"> <li>I can find the pulse/steady beat and move in time to the music.</li> </ul>	Listen with concentration and understanding to a range of high-quality live and recorded music.
		Invent different actions to move in time with the music.  Move, dance and respond with their bodies in any way they can.	<ul style="list-style-type: none"> <li>I can keep a steady beat in my head, I can feel the pulse and move in time with the music.</li> </ul>	
		Describe their thoughts and feelings when hearing the music.  Describe what they see in their individual imaginations when listening to the piece of music.	<ul style="list-style-type: none"> <li>I can describe my emotions and thoughts when listening to a piece of music.</li> </ul>	
	Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	Talk about why they like or don't like the music.	<ul style="list-style-type: none"> <li>I can explain why I like or don't like a piece of music.</li> </ul>	
		Identify a fast or slow tempo.	<ul style="list-style-type: none"> <li>I can recognise the difference between fast and slow tempo.</li> </ul>	
		Identify loud and quiet sounds as an introduction to understanding dynamics.	<ul style="list-style-type: none"> <li>I can recognise the difference between loud and soft dynamics.</li> </ul>	
		Begin to understand the concept of there being different styles of music.	<ul style="list-style-type: none"> <li>I can recognise differences between two varying styles of music.</li> </ul>	
		Discuss the style of the music.	<ul style="list-style-type: none"> <li>I can point out differences and similarities of the varying styles.</li> </ul>	

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		The children will learn:	Children's Statements I can/I know/I understand and demonstrate:	Pupils should be taught to:
Listen and Respond (continued)		<p>Discuss together what the song or piece of music might be about.</p> <p>Talk about any other music they have heard that is similar.</p>	<ul style="list-style-type: none"> <li>I can discuss as a class what the music might be about and relate it to music I have listened to in the past.</li> </ul>	
		<p>Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.</p> <p>Walk in time to the beat of a piece of music.</p>	<ul style="list-style-type: none"> <li>I can tap the pulse of a piece of music and recognise changes/fluctuations in tempo.</li> </ul>	
		Describe differences in tempo and dynamics with more confidence	<ul style="list-style-type: none"> <li>I can describe the tempo as fast or slow and dynamics as loud and soft with confidence.</li> </ul>	
		Recognise some band and orchestral instruments.	<ul style="list-style-type: none"> <li>I can recognise some musical instruments within their family groups.</li> </ul>	
		Continue to talk about where music might fit into the world.	<ul style="list-style-type: none"> <li>I can listen to music from around the world and talk about their features.</li> </ul>	

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		The children will learn:	Children's Statements I know/I understand and can demonstrate:	The National Curriculum for Music says that Pupils should be taught to:
Learn to Sing the Song	Singing/Rapping Words and meaning Movement  Pulse Rhythm Pitch Tempo Dynamics Structure	Sing as part of a choir.	<ul style="list-style-type: none"> <li>I can sing as part of a group in unison or in 2 parts.</li> </ul>	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
Have a go at singing a solo.	<ul style="list-style-type: none"> <li>I can take the lead and perform solo.</li> </ul>			
Demonstrate good singing posture.	<ul style="list-style-type: none"> <li>I can demonstrate and maintain good posture when singing.</li> </ul>			
Sing songs from memory.	<ul style="list-style-type: none"> <li>I can memorise songs in preparation for performance.</li> </ul>			
Sing with more pitching accuracy.	<ul style="list-style-type: none"> <li>I can sing with fluency and accuracy of pitch.</li> </ul>			
Understand and follow the leader or conductor.	<ul style="list-style-type: none"> <li>I can sing as part of a choir/group and follow directions.</li> </ul>			
Sing to try to communicate the meaning of the words.	<ul style="list-style-type: none"> <li>I can communicate the songs of the words effectively.</li> </ul>			
Listening for being 'in time' or 'out of time'.	<ul style="list-style-type: none"> <li>I can listen effectively when performing to ensure accuracy of pulse.</li> </ul>			
Add actions and perhaps movement to a song.	<ul style="list-style-type: none"> <li>I can add appropriate actions and movement to the songs I sing.</li> </ul>			

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		The children will learn:	Children's Statements I know/I understand and can demonstrate:	The National Curriculum for Music says that Pupils should be taught to:
Play Instruments with the Song	Playing instruments Keep a steady beat Playing in a group/ensemble	Play a part on a tuned or untuned instrument by ear. Either Part 1 or Part 2.	<ul style="list-style-type: none"> <li>I can use tuned and untuned classroom percussion instruments to perform accompaniments and/or melody.</li> </ul>	Play tuned and untuned instruments musically.
		Rehearse and perform their parts within the context of the unit song.	<ul style="list-style-type: none"> <li>I can rehearse and then perform sections of music with accuracy.</li> </ul>	
	Pulse Rhythm Pitch Tempo Dynamics Structure	Learn to treat instruments carefully and with respect.	<ul style="list-style-type: none"> <li>I can use instruments respectfully and treat them with care.</li> </ul>	
		Play together with everybody while keeping in time with a steady beat.	<ul style="list-style-type: none"> <li>I can perform as part of a group/ensemble keeping in time with a steady beat.</li> </ul>	
		Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.	<ul style="list-style-type: none"> <li>I can perform as a group or solo passages of music keeping in time with a steady beat.</li> </ul>	
Improvise with the Song	Improvising Listening	Beginning to create personal musical ideas using the given notes.  Following a steady beat and staying 'in time'.	<ul style="list-style-type: none"> <li>I can recall musical sequences to build ideas around any given note/s to a steady pulse.</li> </ul>	Experiment with, create, select and combine sounds using the inter-related dimensions of music.
		Pulse Rhythm Pitch Tempo	Understand that improvisation is about making up your own very simple tunes on the spot.	

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		The children will learn:	Children's Statements I know/I understand and can demonstrate:	The National Curriculum for Music says that Pupils should be taught to:
Compose with the Song	Composing  Pulse Rhythm Pitch Tempo Dynamics	Perform their simple composition/s using two, three, four or five notes.	<ul style="list-style-type: none"> <li>I can use tuned and untuned classroom percussion instruments to improvise and compose.</li> </ul>	Experiment with, create, select and combine sounds using the inter-related dimensions of music.
		Starting their tune/s on note one and ending it on note one.	<ul style="list-style-type: none"> <li>I understand that I can start and finish a composition on the 'home' note.</li> </ul>	
		Continue to understand that composing is like writing a story with music.	<ul style="list-style-type: none"> <li>I can compose a melodic line with direction, creating a beginning and an end using the home key.</li> </ul>	
		<b>Explore and create graphic scores:</b> Create musical sound effects and short sequences of sounds in response to music and video stimulus.	<ul style="list-style-type: none"> <li>I can create a sound using tuned and untuned percussion instruments in response to a stimulus.</li> </ul>	
		Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.	<ul style="list-style-type: none"> <li>I can use musical symbols to compose simple pieces of music.</li> </ul>	
		Create a story, choosing and playing classroom instruments.	<ul style="list-style-type: none"> <li>I can use classroom instruments to help narrate a story.</li> </ul>	
		Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.	<ul style="list-style-type: none"> <li>I can compose simple rhythms using basic stick notation.</li> </ul>	
		Use music technology, if available, to capture, change and combine sounds.	<ul style="list-style-type: none"> <li>I can use music technology to create, edit and combine sounds.</li> </ul>	
<b>Use notation if appropriate:</b> Create a simple melody using crotchets and minims	<ul style="list-style-type: none"> <li>I can create a simple melody using crotchets and minims.</li> </ul>			

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Perform the Song	Performing Listening Playing Singing Improvising Composing  Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	The children will learn:	Children's Statements I know/I understand and can demonstrate:	The National Curriculum for Music says that Pupils should be taught to:
		Rehearsing a song and then performing it to an audience, explaining why the song was chosen.	<ul style="list-style-type: none"> <li>I can practise, rehearse and perform music to an audience with confidence.</li> <li>I can introduce a song explaining why it was chosen.</li> </ul>	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> </ul>
		Adding actions to the song.	<ul style="list-style-type: none"> <li>I can add actions to a song where appropriate.</li> </ul>	
		Showing a simple understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance.	<ul style="list-style-type: none"> <li>I have an understanding of the musical themes and how they have shaped my performance.</li> </ul>	
		Perform the song from memory.	<ul style="list-style-type: none"> <li>I can perform a song from memory.</li> </ul>	
		Follow the leader or conductor.	<ul style="list-style-type: none"> <li>I can follow the leader or conductor.</li> </ul>	
Talk about the performance afterwards; saying what they enjoyed and what they think could have been better.	<ul style="list-style-type: none"> <li>I can talk about my performance considering what was good and what could be improved.</li> </ul>			

\*Also known as inter-related dimensions of music