

Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Coverage Overview	Listening, Appraising + Responding: <ul style="list-style-type: none">- Music over periods of time / great composers (Vivaldi, Bach)- Comparing pieces of music and identifying changes in timbre, tempo, dynamics + pitch.- Naming / classifying instruments.- Responses / feelings related to music Performing: <ul style="list-style-type: none">- Christmas performance to a live audience in church	Composing: <ul style="list-style-type: none">- Using instruments (untuned), choosing appropriate dynamics, tempo and timbre to create simple- Sing expressively, with melodic and rhythmic accuracy, focusing on the dynamics of the song/tune.- Understand how to represent sounds pictorially (using graphic scores)- Begin to use letter names to represent a simple composition (Ocarinas). Listening, Appraising + Responding: <ul style="list-style-type: none">- Make suggestions about how to improve work. Performing: <ul style="list-style-type: none">- Perform compositions to the class (in groups).	Composing: <ul style="list-style-type: none">- Making music (Computing – PM Unit 2.7) Performing: <ul style="list-style-type: none">- Singing (songs related to topic – Christopher Columbus / Sea Shanties – pirates link). Focus on Rhythm / dynamics. How has style of music changed?- Singing (within end of year performance).- Identify structure in songs (verse, chorus, bridge). Listening, Appraising + Responding: <ul style="list-style-type: none">- Music across historical periods, genres, styles and traditions (pirate voyage)- Recognise + identify changes in timbre, tempo, dynamics, pitch			
	I know the names of a range of instruments and can talk about how we play them (e.g. strike, blow, pluck, shake). I know that there are different instrument families and I understand how to categorise instruments (brass, woodwind, percussion and strings). I know about the work of some great composers over time and can listen to and compare their work to modern day music. I know the difference between pulse (the underlying steady beat of music) and rhythm (combinations of long and short sounds that convey movement). I know how to recognise changes in timbre (different types of sounds), tempo (faster / slower), dynamics (louder / softer) and pitch (higher / lower). I know how to listen to and repeat a short, simple melody by ear. I know how to listen to instrumentation (combination of instruments in a musical composition) and associate some of the sounds I hear with particular instruments.	I understand how to represent sounds pictorially (using graphic scores and notation scores) to show details of my composition. I know which instruments will make a sound for a specific purpose and I know how to play them. I know how to increase / decrease the tempo (speed) of a pulse on a given signal. I know how to become selective in control use on an instrument in order to create an intended effect. I know how to create longer sequences of sounds with voices or instruments, chosen for a given effect, to represent a given idea or character. I know how to begin to use symbols / letter names to represent a simple composition, e.g. using the ocarinas. I know how to copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. I know how to play an instrument with control, using correct pressure and hold. I know how to perform expressively using dynamics (soft / loud) and timbre as appropriate. I know how to make suggestions for how to improve my own and others' work.	I know that music from different parts of the world, and different times, have different features and can talk about some of them. I know that timbre refers to the different types of and quality of sounds. I know how to identify the structure in songs- naming chorus, verse and bridge accurately. I know how to follow the melody (tune) using my voice or an instrument when singing / playing alongside songs. I know how to use my voice expressively when singing, including the use of dynamics (loudly and softly). I know how to sing songs from memory, with melodic and rhythmic accuracy. I know how to perform expressively using dynamics (soft / loud) and timbre as appropriate. I know how to sing back short melodic (tuneful) patterns by ear and play short melodic patterns from letter notation. I know how to increase / decrease the tempo (speed) of a pulse on a given signal. I know how to perform an ensemble with instructions from the leader (e.g. hand signals to indicate duration (length) of notes.			
Core Knowledge And application						

3. Progression + Coverage of Core Knowledge & Skills - MUSIC

Year: **Year 2**

Subject Leader: **Aimee Attwood**

Critical Musical Vocabulary	Pulse	Instrument	Strike	Represent	Tempo	Duration	Verse	Structure	Performance
	Rhythm	Tuned	Blow	Graphic Score	Faster / Slower	Longer / Shorter	Chorus	Arrangement	Audience
	Rhythmic	Untuned	Pluck	Compose	Dynamic	Timbre	Bridge	Notation	Orchestra
	Patterns	Percussion	Shake	Composition	Louder / Softer	Quality (of sound)	Pitch	Notes	Composer
				Improve		Layer	Higher / Lower	Features	Modern
Enrichment Opps	Weekly singing assembly's			Ocarinas performance for EYFS children			End of the Year- Year 2 production		
	Performance in church			Weekly singing assembly's			Weekly singing assembly and year 2 choir club		
	Year 2 choir- Christmas light switch on and singing at nursing homes.			Weekly year 2 choir club			History link- Christopher Columbus		
	History links- great people who changed the world.						Performance of Sea Shanty to parents.		
Assessment focus									
Assessing Impact	Video to share opinion about music/compare music.			To create a musical composition by choosing sounds/instruments for effect, ordering sounds and showing long and short sounds.			Learn and perform sea shanty, tapping along correctly to the beat.		
	How it makes them feel? What instruments could they hear? What did they like/dislike?			To create their own symbols to represent sounds (graphic score).			Quiz on different terms/vocabulary /notations.		
	Quiz on famous composer.			To play the ocarina by following musical instructions (video/notes) Understanding, correct pressure and hold.					