

Music Year 2	
Performing	- Understand the importance of a warm up - Follow the melody using their voice or instrument - Sing songs as part of an ensemble following the tune (melody) and follow the instructions of a leader <i>eg hand signals to indicate pitch and note duration</i> - Play simple rhythmic patterns on an instrument (tuned or untuned) with control - Sing/clap a pulse increasing/decreasing tempo - Perform musical patterns with a steady beat/pulse
Composing	- Order sounds to have a beginning/middle/end - Represent sounds pictorially with increasing relevance - Choose sounds to achieve an effect - including use of technology - Begin to compose short melodic patterns using 2 or 3 notes (tuned instrument/voice) - Create short, rhythmic patterns - sequences of long/short sounds - Selective in the control used on an instrument in order to create an intended effect - Create their own symbols to represent sounds - Choose sounds to make an effect on the listener
Appraising	- Identify particular features when listening to music - including music from historical periods/ different genres/styles and traditions - Begin to associate sounds with instruments - Identify the pulse in a piece of music and tap along - Recall short rhythmic patterns in a piece of music - Begin to recognise changes in timbre, dynamics and pitch - Recognise and name different instruments by sight - Evaluate and improve their own work and give reasons
Musical terms related to topic (Key vocabulary)	Related Vocabulary
Greater Depth:	- Sing/play rhythmic patterns in contrasting dynamics, keeping to the pulse - Use simple structures in a piece of music - <i>eg repetition and order</i> - Understand phrases are where we breath in a song - Describe what effects pitch/tempo/dynamic/texture and timbre has on a piece of music
Topic/Novel Link:	

Defined End Point
Perform, listen to, review and evaluate music across a range high quality live and recorded music, using this to experiment with sounds to create basic pieces of music

