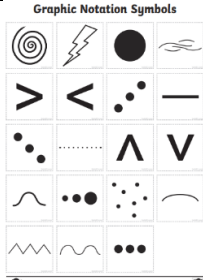


<b>Duration (Pulse and Rhythm)</b>	<b>Pitch</b>
<ul style="list-style-type: none"> <li>To be able to tap the pulse of a piece of music.</li> <li>Choose and maintain an appropriate pulse – introduce a metronome (electronically available)</li> <li>To be able to play the pulse on a percussion instrument.</li> <li>Develop the ability to internalise a steady pulse (e.g. “sing” short extracts “in your head”)</li> </ul>	<ul style="list-style-type: none"> <li>Know that Pitch means “high and low” Dance of the Sugar Plum Fairy - Tchaikovsky</li> <li>Identify high and low sounds when listening to a piece of recorded music – Saint Saens Carnival of the animals.</li> <li>To use simple changes in pitch to convey a simple story or image (e.g. climbing up the stairs) Google – Yolanda’s Band Jam: Bass Face All about Pitch Powerpoint (Twinkl)</li> <li>To perform a given melody and perform on pitched percussion</li> <li>Boomy Tunes – London’s Burning, London bridge &amp; Hot Cross Buns.</li> </ul>
<b>Dynamics</b>	<b>Tempo</b>
<ul style="list-style-type: none"> <li>To be able to recognise and create crescendo, diminuendo, forte and piano when listening and performing.</li> <li>Listen to March of the Lion – Carnival of the Animals and Listen and follow the story of Peter and the Wolf.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to recognise and create accelerando, rallentando, allegro and lento when listening and performing</li> </ul>
<b>Texture</b>	<b>Timbre</b>
<ul style="list-style-type: none"> <li>Explore and perform a range of textures vocally, instrumentally and aurally- Chiranga, Pop UK or Out of the Ark song books (electronic)</li> </ul>	<ul style="list-style-type: none"> <li>To be able to name a wider range of musical instruments</li> <li>To choose appropriate instruments to create a musical idea – create a sound picture using a variety of tuned and un-tuned percussion instruments by exploring graphic notation e.g. See Twinkl</li> </ul> 
<b>Structure</b>	<b>Performing</b>
<ul style="list-style-type: none"> <li>To explore a range of structures in their singing Friendship Theme – see Charanga</li> <li>To be aware of the difference between verse/chorus/intro</li> </ul>	<ul style="list-style-type: none"> <li>To play tuned and untuned instruments musically, solo and in an ensemble</li> <li>To rehearse and perform with others</li> </ul>
<b>Composing and Arranging</b>	<b>Listening and Appraising</b>
<ul style="list-style-type: none"> <li>Experiment with, create, select and combine sounds focusing on speed and volume</li> <li>Create, repeat, adapt and extend simple rhythmic and melodic patterns and words</li> <li>Compose and arrange a piece of music (using sounds and graphic score) as a group and perform it</li> </ul>	<ul style="list-style-type: none"> <li>To listen carefully and develop their aural memory</li> <li>To express an opinion after listening to a piece of live or recorded music</li> <li>To listen with concentration and understanding to a range of high-quality live and recorded music from a range of cultures, traditions and historical periods</li> <li>To improve their own work</li> <li>Recognise how musical elements can be used to create different moods and effects</li> </ul>



# Peel Hall Primary School

## Music Year 2 Overview

Technology	Vocal Skills
<ul style="list-style-type: none"><li>• Experience use of Music Technology to capture, change and combine sounds.</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>• To accurately pitch simple melodies</li><li>• To be able to pitch small intervals with a good degree of accuracy</li></ul>
<b>Notation</b> <ul style="list-style-type: none"><li>• To use a simple graphic score for performing or as a stimulus for composition</li><li>• Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations and note names</li></ul>	