



## Castercliff Primary Academy – Year 2 Music Progression.



Yr 2	Listening	Composing		Performing
<b>Music Skills</b>	<p>*Recognising timbre changes in music they listen to. Recognising structural features in music they *listen to. Listening to and recognising instrumentation. *Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work</p>	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. *Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. *Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work.</p>		<p>*Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. *Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>
	Pitch and Duration	Dynamics & Tempo	Timbre & Texture	Structure & Notation
<b>Music Knowledge</b>	<p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune. To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p>	<p>To know that dynamics can change the effect a sound has on the audience To understand that the tempo of a musical phrase can be changed to achieve a different effect.</p>	<p>To know that musical instruments can be used to create 'real life' sound effects. To understand an instrument can be matched to an animal noise based on its timbre To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p>	<p>To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song. To know that 'notation' means writing music down so that someone else can play it I know that a graphic score can show a picture of the structure and / or texture of music.</p>

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<b>Sticky Knowledge</b>	<b>Western African call and response</b>	<b>Orchestral instruments</b>	<b>Myths and legends</b>
	<ul style="list-style-type: none"> <li>• To know that dynamics can change the effect a sound has on the audience.</li> <li>• To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</li> <li>• To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.</li> <li>• To understand that the tempo of a musical phrase can be changed to achieve a different effect.</li> <li>• To understand that an instrument can be matched to an animal noise based on its timbre</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a few instruments and the sounds of different sections of the orchestra.</li> <li>• Explain what is happening in the music using language relating to emotion.</li> </ul>	
		<b>Dynamics, tempo, timbre and motifs</b>	
		<ul style="list-style-type: none"> <li>• Correctly identify some instruments and changes in dynamics in a piece.</li> <li>• Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre.</li> <li>• To know that a composer is someone who creates music and writes it down.</li> <li>• To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.</li> </ul>	