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| Happiness Responsibility Friendship Respect Courage |
| MUSIC Year 2 |
| Listening | Singing | Notation | Improvising | Composing | Pulse, beat and metre | Rhythm |
| I can mark the beat of a listening piece by tapping or clapping recognising tempo or changes in tempo.I can talk about how the music makes me feel and begin to explain how the music is doing this. I can describe dynamics as loud and quiet.I can participate in call and response songs.I can talk about the style of a piece of music and begin to make connections back to other pieces I know.. | I can sing and perform songs from memory or notation.I can develop, follow and perform simple actions to songs.I can sing in unison, sometimes in parts and copy back pitch with greater accuracy.I can follow the leader or conductor to know when to start and stop singing. | I can explore ways of representing high and low, long or short, loud and soft sounds using graphic notation.I can use a rhythm grid to show simple rhythms. | I can sing or play on untuned instruments a question and answer phrase creating a musical conversation. | I can create and perform musical sound effects and short sequences of sounds in response to music or another stimulus.I can make a simple graphic score using dot and stick notation where appropriate.I can create a simple story choosing and using classroom instruments.I can create a simple melody using 1 and 2 beat note lengths. | I can find a steady beat and understand that the beat can change, creating a faster or slower pace (tempo).I can recognise the time signature 4/4 by ear and notation. | I can recognise long and short sounds and match them to syllables and movements.I can play copyback rhythms and invent rhythms for others to copy on tuned and untuned percussion.I can create rhythms using word phrases as starting points. |
| Pitch | Timbre | Texture | Tempo | Structure | Dynamics |
| I can identify the high- and low-pitched notes in a melody.I can identify the names of the notes on a glockenspiel: CDEFGABC | I know the difference between a speaking voice and a singing voice. | I know that singing and playing together creates a musical texture. | I can change the speed of a steady beat moving from fast to slow, slow to fast.I know that the speed of a beat can change. | I can recognise and join in with the main tune when it is repeated. | I can identify loud and quiet sections of music and discuss what makes them loud and quiet.I can use the terms forte (loud) and piano (quiet). |