|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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). |