



MUSIC
LISTENING AND APPRAISING
YEAR 2

Knowledge

- To know five songs off by heart.
- To know some songs have a chorus or a response/answer part.
- To know that songs have a musical style.

Skills

- To respond to different moods in music and explain thinking about changes in sound.
- To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.
- To understand how musical elements create different moods and effects.
- To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.
- To listen and appraise different genres of music following the Charanga scheme of work.
- Listen to a variety of different composers.

Key Vocabulary

Style	A distinctive compositional manner of an era, country, or particular artist that makes that particular music unique.
Volume/Dynamics	How loud or quiet a piece of music is
Tempo	Speed of the piece
Rhythm	Structured groups of accented and unaccented beats
Pitch	How high or low the note is
Verse	A section of a song that is often followed by a chorus
Introduction	The beginning section of a piece of music.
Chorus	Part of a song that recurs at intervals (usually following a verse)
Lyrics	The words that make up a song
Composer	A person who writes music
Melody	A sequence of notes—it is a combination of pitch and rhythm
Pulse	The constant beat in a piece of music



Claude Debussy
1862—1918



Gustav Holst
1874—1934



MUSIC

Composing and Improvising

YEAR 2

Knowledge

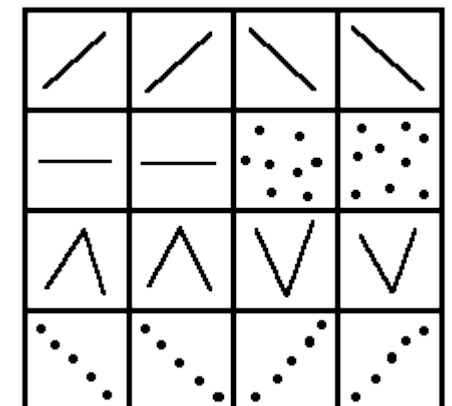
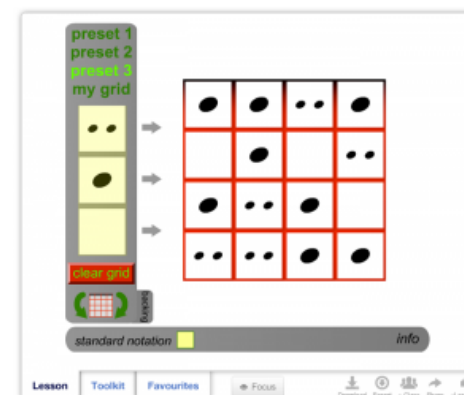
Composing	Improvising
Composing is like writing a story with music.	Improvisation is making up your own tunes on the spot.
Everyone can compose.	When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
	Everyone can improvise, and you can use one or two notes.

Skills

Repeat short rhythmic and melodic patterns.
To begin to explore and choose and order sounds using the inter-related dimensions of music*.
Introduce graphic scores as a way of recording composition.
To confidently represent sounds with a range of symbols, shapes or marks.

Key Vocabulary

Composition	An original piece of work of music (vocal or instrumental)
Composing	To write/create a piece of music
Improvising	To create/perform spontaneously or without preparation
Notation	A method of writing music
Tempo	Speed of the piece
Pulse	The constant beat in a piece of music
Rhythm	Structured groups of accented and unaccented beats
Pitch	How high or low the note is
Volume/ Dynamics	How loud or quiet a piece of music is
Rest	Moment when the note is not played





MUSIC

Singing, Playing and Performing

YEAR 2

Knowledge

Singing

- To confidently know and sing five songs from memory.
- To know that unison is everyone singing at the same time.
- Songs include other ways of using the voice e.g. rapping (spoken word).
- To know why we need to warm up our voices.

Playing

- Learn the names of the notes in their instrumental part from memory or when written down.
- Know the names of untuned percussion instruments played in class.

Performing

- A performance is sharing music with an audience.
- A performance can be a special occasion and involve a class, a year group or a whole school.
- An audience can include your parents and friends.

Key Vocabulary

Lyrics	The words that make up a song
Chorus	Part of a song that recurs at intervals (usually following a verse)
Dynamics/ Volume	How loud or quiet a piece of music is
Choir	Group of singers
Verse	A section of a song that is often followed by a chorus
Melody	A sequence of notes—it is a combination of pitch and rhythm
Conductor/ Leader	A person who the choir or group follow
Unison	Playing or singing the same notes simultaneously
Pitch	How high or low the note is
Solo	A piece performed by a single performer
Ensemble	All instruments in an orchestra or all singers in a choir playing/singing at once

Skills

- Use voices expressively and creatively.
- To sing with the sense of shape of the melody.
- To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse.
- To think about others while performing.
- To identify and recognise repeated patterns and follow a wider range of musical instructions.

