

Year 2 Music skill overview



Understanding Music	Listening	Singing	Playing Instruments	Improvising	Composing	Performing
<p>Use body percussion, instruments and voices.</p> <p>Move in time and keep a steady beat together.</p> <p>Create their own rhythmic and melodic patterns.</p> <p>Continue to copy back simple rhythmic patterns using long and short.</p> <p>Continue to copy back simple melodic patterns using high and low.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Sing short phrases independently.</p>	<p>Find and try to keep a steady beat.</p> <p>Invent different actions to move in time with the music.</p> <p>Walk in time to the beat of a piece of music. Describe differences in tempo and dynamics with more confidence. Recognise some band and orchestral instruments.</p> <p>Continue to talk about where music might fit into the world.</p> <p>Begin to understand that there are different styles of music.</p> <p>Discuss the style(s) of the music.</p> <p>Discuss what the song or piece of music might be about.</p>	<p>Sing as part of a choir.</p> <p>Have a go at singing a solo.</p> <p>Demonstrate good singing posture.</p> <p>Sing songs from memory.</p> <p>Sing with more pitch accuracy.</p> <p>Understand and follow the leader or conductor.</p> <p>Sing and try to communicate the meaning of the words.</p> <p>Listen for being 'in time' or 'out of time'.</p> <p>Add actions and perhaps movement to a song.</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear.</p> <p>Play a part on a tuned or untuned instrument by ear (either Part 1, Part 2 or the optional Easy Part).</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Learn to treat instruments carefully and with respect.</p> <p>Play together as a group while keeping in time with a steady beat.</p> <p>Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E C, G, A G, A, B F, G, A Begin to create personal musical ideas using the given notes.</p> <p>Understand that improvisation is about the children making up their own very simple tunes on the spot.</p> <p>Follow a steady beat and stay 'in time'.</p> <p>Work with partners and in the class to improvise simple 'question and answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</p>	<p>Continue to understand that composing is like writing a story with music.</p> <p>Perform their simple composition/s using two, three, four or five notes.</p> <p>Start their tune/s on note one and end it on note one.</p> <p>• Create a simple melody using crotchets and minims. C, D C, D, E C, D, E, F C, D, E, F, G</p> <p>Start and end on the note C (C major).</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G.</p> <p>• Create musical sound effects and short sequences of sounds in response to music and video stimuli.</p>	<p>Rehearse a song and then perform it to an audience, explaining why the song was chosen.</p> <p>Add actions to the song.</p> <p>Show a simple understanding of the Musical Spotlight and Social Question, and how they have influenced the performance.</p> <p>Perform the song from memory.</p> <p>Follow the leader or conductor.</p> <p>Continue to play tuned and untuned instruments musically within the performance.</p> <p>Continue to use the voice expressively and creatively by singing simple songs.</p>

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<p>Continue to learn to watch and follow a steady beat.</p> <p>Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>Play copy-back rhythms, copy a leader, and invent rhythms for others to copy on untuned and tuned percussion.</p> <p>Create rhythms using word phrases as a starting point.</p> <p>Recognise long and short sounds, and match them to syllables and movement.</p>	<p>Move, dance and respond with their bodies in any way they can.</p> <p>Describe their thoughts and feelings when hearing the music.</p> <p>Describe what they see in their individual imaginations when listening to the piece of music.</p> <p>Talk about why they like or don't like the music.</p> <p>Talk about any other music they have heard that is similar. Identify a fast or slow tempo. Mark the beat of a listening piece by tapping or clapping, and recognise tempo as well as changes in tempo.</p> <p>Identify loud and quiet sounds as an introduction to understanding dynamics</p>				<p>Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.</p> <ul style="list-style-type: none"> • Create a story, choosing and playing classroom instruments. • Use music technology, if available, to capture, change and combine sounds. 	<p>Continue to play together as a group /band /ensemble.</p> <p>Talk about the performance afterwards; saying what they enjoyed and what they think could have been better.</p>
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