Subject Area – Music Year Group - Two

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	**Pitch** Musical me	**Instruments** Musical Storytelling	**Singing** On this Island	**Call and Response** Animals	**Contrasting Dynamics** Space	**Structure** Myths and legends
Link to Programme of study	use their voices expressively and creatively by singing songs and speaking chants and rhymes	listen with concentration and understanding to a range of high-quality live and recorded music play tuned and untuned instruments musically	use their voices expressively and creatively by singing songs and speaking chants and rhymes	experiment with, create, select and combine sounds using the inter-related dimensions of music play tuned and untuned instruments musically	listen with concentration and understanding to a range of high-quality live and recorded music play tuned and untuned instruments musically	experiment with, create, select and combine sounds using the inter-related dimensions of music play tuned and untuned instruments musically
Composite Knowledge	**What is pitch in a piece of music?** **What is notation?** **Why do we write music down?**	**What is a soundscape?** **What are dynamics?** **How can events, actions and feelings within stories can be represented by pitch, dynamics and tempo?**	**What are folk songs?** **How can songs relate to the city?** **How can songs relate to the countryside?**	**What is a call and response structure?** **What is a sound pattern or rhythm?** **What are dynamics?**	**What does texture mean in music?** **What are pitch patterns?** **How can we create a soundscape using instruments?**	**What is structure in music?** **What are beats? What are paired half-beats?** **How can we read and write rhythms?**
Component knowledge	To understand that 'melody' means a tune. To know that 'notation' means writing music down so that someone else can play it. **Key skills:** Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).	To know that a soundscape is a piece of music that represents a place or a scene. To know how pitch, dynamics and tempo can help create a soundscape. **Key skills:** Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music.	To know music represents the traditions or culture of a place, and can be passed on by being played rather than written down. **Key skills:** Singing short songs from memory with melodic and rhythmic accuracy.	To know that the long and short sounds of a spoken phrase can be represented by a rhythm. To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song. **Key skills:** Copying longer rhythms on untuned percussion instruments.	To know that texture means different sounds playing at the same time. To know that pitch patterns are repeating melodic patterns (melodies). To know that a soundscape is a piece of music that represents a place or a scene. **Key skills:** Successfully combining and layering instrumental	To know that structure means the order in which the music is played. To know that a graphic score can show a picture of the structure of music. To read and write rhythms using a graphic score. **Key skills:** Playing longer rhythms on untuned percussion instruments.

				Keeping a steady pulse	and vocal patterns within a given structure. Creating a soundscape from a stimulus.	Reading graphic notation. Using graphic notation to represent their composition.
National Curriculum KS1 (skills)	Pupils should: • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music					
Vocabulary	**pitch, notation**	**pitch, dynamics, tempo soundscape**	**pitch, dynamics, notation**	**rhythm, structure, dynamics**	**texture, pitch, structure**	**pulse, rhythm, structure, notation**
Links to prior knowledge	-	-	-	-	-	-
Key knowledge for assessment	Children can use the term **pitch** correctly. Children can use their voices expressively when singing. Children can use and follow basic dynamics (loud and quiet).	Children can use the terms **dynamics** and **tempo** correctly. Children can describe a soundscape using some musical terms. Children can create a soundscape based on a stimulus.	Children can use the terms **pitch** and **notation** correctly. Children can sing short songs from memory, including accurate melody (pitch) and appropriate dynamics.	Children can use the terms **rhythm** and **structure** correctly. Children can copy longer rhythms accurately on untuned percussion instruments. Children can keep a steady pulse.	Children can use the terms **pitch** and **texture** correctly. Children can layer instrumental and vocal patterns within a given structure. Children can create a simple melody from five or more notes.	Children can use the terms **pulse** and **structure** correctly. Children can read and perform from graphic notation. Children can begin to create their own graphic notation.

Key Vocabulary Progression					
Year One	**Year Two**	**Year Three**	**Year Four**	**Year Five**	**Year Six**
pulse, rhythm, pitch, tempo, dynamics, timbre, notation	**pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation,** soundscape	**pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation** ensemble, syncopation, drone, rag, tal, scale, pentatonic, crescendo, lyrics, stanza, verse, chorus, duration	**pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation,** body percussion, motif, transpose, harmony, ostinato, walking bassline, hand jive, haiku, glissando, syncopation, rhythmic break	**pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation** stave notation, graphic score, vocal composition, 12-bar blues, call and response, eight-beat break, character song, action song, loop, ostinato, remix	**pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation** Kodaly, minimalism, major, minor, harmony, counter-melody, Solfa, fugue, ground bass, recitative, canon, chord progression, melody