

Music - Year 2

Autumn 1

	Musical Learning	Key Musical Vocabulary
Creepy Castle	<ul style="list-style-type: none"> • Improve and compose a sequence of sounds in response to a stimulus. • Sing small intervals accurately and vary the dynamics. • Play a piece, following a graphic score. • Listen to music in a minor key, recognising small steps in the music. 	<ul style="list-style-type: none"> • Dynamics: quiet (<i>piano</i>), loud (<i>forte</i>). • Pitch: minor key, interval. • Timbre: voice and instrument sound quality. • Structure: phrase, section. • Duration: staccato (short, detached notes) • Other: graphic score.

Autumn 2

	Musical Learning	Key Musical Vocabulary
Christmas Performance	<ul style="list-style-type: none"> • Recorded music is music that has been recorded by a live artist or band and then played back. • Live music is music that is performed in front of an audience. • Singing is performing songs or tunes using your voice. • Solo is when someone sings or plays an instrument on their own. • An ensemble is when a group of people perform together. 	

Spring 1

	Musical Learning	Key Musical Vocabulary
Carnival of the Animals	<ul style="list-style-type: none"> • Choose instruments and compose music to reflect an animal. • Listen with concentration. • Talk about music using music vocabulary. Move to music showing it's character in movement. • Identify different instrument sounds. • Recognise changes in speed, note lengths, pitch, articulation (e.g. smooth/detached). 	<ul style="list-style-type: none"> • Timbre: violin, viola, cello, double bass, flute, glass harmonica, glockenspiel, xylophone, piano. • Pitch: high, low. • Tempo: fast, slow. • Other: articulation (smooth, detached), character (flowing, jittery, brittle etc.).

Spring 2

	Musical Learning	Key Musical Vocabulary
Composing with Birdsong	<ul style="list-style-type: none"> • Invent simple patterns using your voices, body percussion, and instruments. • Follow signals given by a conductor/leader. • Structure composing ideas into a bigger piece. • Improvise solos using instruments. 	<ul style="list-style-type: none"> • Motif: a short musical idea. • Conductor: the person who signals to musicians. • Improvise: invent or create music on the spot. • Accompaniment: a supporting part.

Summer

	Musical Learning	Key Musical Vocabulary
Trains	<ul style="list-style-type: none"> • Listen to four pieces of music inspired by travel. • Learn a simple rhythm and perform it with tempo and volume changes. • Learn about the musical terms <i>crescendo</i>, <i>diminuendo</i>, <i>accelerando</i>, and <i>ritenuto</i>. • Begin to understand duration and rhythm notation. • Follow signals from a conductor. • Structure musical ideas into a whole-class composition. 	<ul style="list-style-type: none"> • Duration: the length of a note. • Dynamics: volume, <i>crescendo</i> (gradually getting louder), <i>diminuendo</i> (gradually getting quieter). • Tempo: speed, <i>accelerando</i> (gradually getting faster), <i>ritenuto</i> (gradually getting slower). • Other: conductor – the person who signals to musicians and often decides the tempo of a piece, as well as when it starts and stops.