



Key Vocabulary

Tempo	The speed of the music
Representation	The way that something is shown or described.
Composer	A person who creates a piece of music
dynamics	The volume of a piece of music

Key Skills

- Engaging with and responding to longer pieces of music.
- Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.
- Identifying some common instruments when listening to music.
- Talking about the tempo of music using the vocabulary fast and slow.
- Talking about the dynamics of the music, using the vocabulary loud, quiet and silent.
- Using instruments imaginatively to create soundscapes which convey a sense of place.
- Starting to understand how to produce different sounds on pitched instruments.
- Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.
- Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.

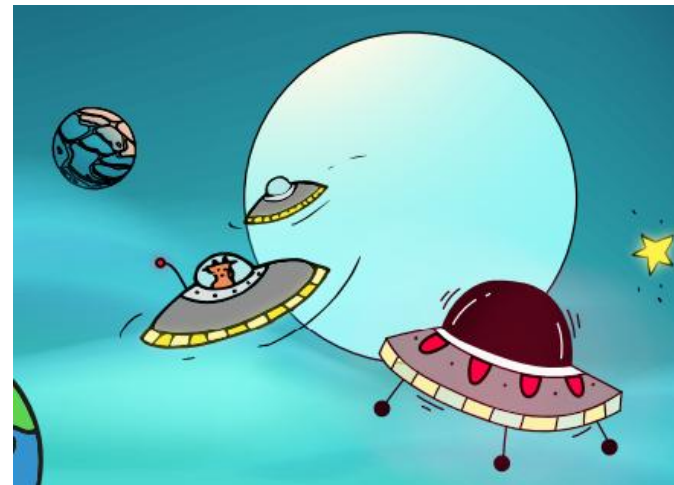
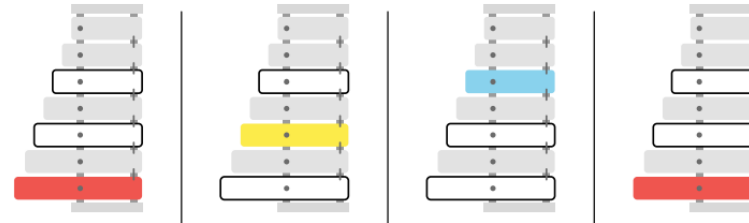
Music

Year 2 Spring Term 2

Contrasting Dynamics (Planets)

pitch pattern:

A small group of notes played in a particular order to create a 'sound idea' throughout a piece of music.



Kapow
Primary

Key Questions

- How does the music make you feel?
- How does the image present the music you can hear?
- Can you describe the music you can hear?

Links to other Learning

EYFS - Celebration music

Year 1 - Keeping the pulse

Year 3 - Ballads

Year 4 - Haiku

Year 5 - Musical theatre

Year 6 - Film music

Links to other Subjects

PHSE - Working together