



Music

Year 2 Summer 1

Structure

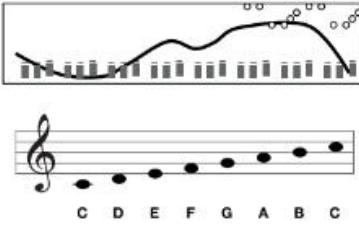
Key Vocabulary

Verse	A repeated section of a song that usually has different words (lyrics) each time it is repeated
Chorus	A repeated section of a song that usually has the same words (lyrics) each time it is repeated
Dynamics	The volume of the music (loud or quiet).
Melody	An arrangement of notes which sound tuneful.

Key Skills

- Beginning to keep movements to the beat of different speeds of music.
- Using instruments imaginatively to create soundscapes which convey a sense of place.
- Starting to understand how to produce different sounds on tuned instruments.
- Reading different types of notation by moving eyes from left to right as sound occurs.
- Using pictorial representations to stay in time with the pulse when singing or playing.
- Beginning to read simple rhythmic patterns which include paired half beats (quavers).
- Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories.
- Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.
- Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.

Notation
How the music is written down.



Texture
How many layers of sound the music has (thick or thin).

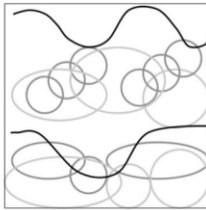
Thin



Thick



Graphic score
Pictures, symbols, lines or shapes to represent sound.



Structure
How the music is organised into different sections.

VERSE - A
CHORUS - B
BRIDGE - C

AB ABC B

Key Questions

What did you think of the story?

Can you make a melody with your instruments?

How many rests were there?

Did you enjoy the song? Why?

Links to other Learning

EYFS - Musical stories

Year 1 - Fairytales

Year 3 - Creating composition

Year 4 - Changes in pitch, dynamics and tempo

Year 5 - Composition

Year 6 - Dynamics, pitch and tempo.

Links to other Subjects

English - reading comprehension

PHSE - Working with others.