



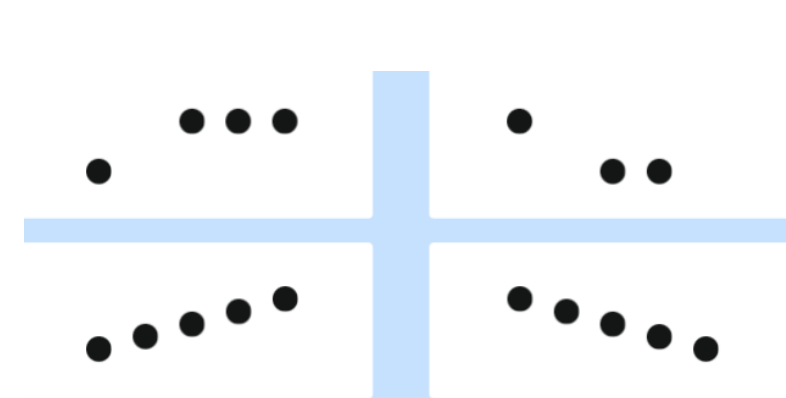
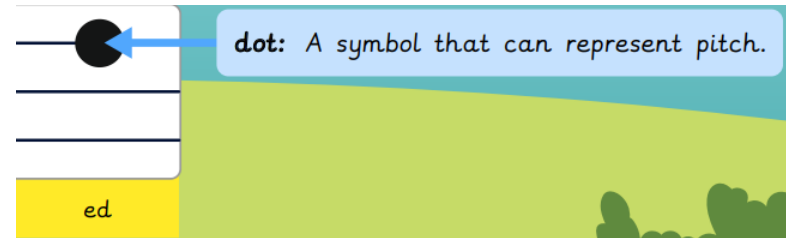
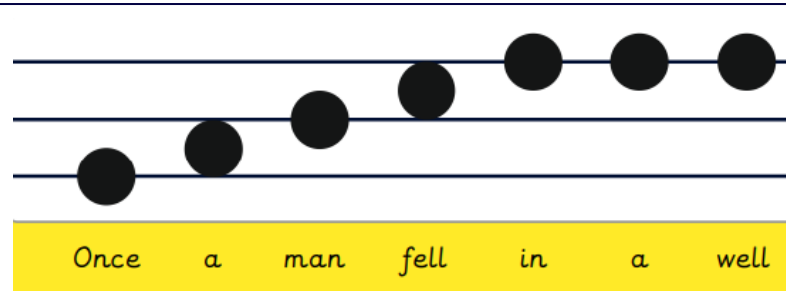
Key Vocabulary

Pitch	How high or low a sound is
Pitch pattern	A regularly repeated pattern with high and low sounds
Notation	How the music is written down
Stave	Horizontal lines that notes are written on
phrase	A musical sentence

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 Summer Term 2 Pitch (Musical me)



Kapow
Primary

Key Questions

- Can you identify high sounds?
- Can you identify low sounds?
- Can you sing a high sound?
- Can you sing a low sound?

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