

Year 2 Key Learning

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Musicianship Understanding Music Improvise Together	Listening Finding a steady beat Copy-back Improvisation Singing Pulse/beat Rhythm Pitch Tempo Dynamics	To move in time and keep a steady beat together.	<ul style="list-style-type: none"> ● I can move in time with a steady beat. ● I can find the pulse of the music by moving my body. 	Experiment with, create, select and combine sounds using the interrelated dimensions of music.
To create their own rhythmic and melodic patterns.	<ul style="list-style-type: none"> ● I understand that rhythm is a pattern of long and short sounds which are performed over the pulse of the music. 			
To understand the difference between creating a rhythm pattern and a pitch pattern.	<ul style="list-style-type: none"> ● I can listen to, copy and repeat a simple rhythm. ● I understand that pitch describes how high or low sounds are. 			
Continue to copy back simple rhythmic patterns using long and short. Continue to copy back simple melodic patterns using high and low. To sing short phrases independently.	<ul style="list-style-type: none"> ● I can listen to, copy and repeat a simple melody using varied rhythm and pitch when I sing on my own. 			
Continue to learn to watch and follow a steady beat.	<ul style="list-style-type: none"> ● I can follow a steady beat. I can follow the leader of the group or the conductor. 			
Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo).	<ul style="list-style-type: none"> ● I understand that when the speed of the music changes, the tempo increases/decreases. 			
To play copy-back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion.	<ul style="list-style-type: none"> ● I can improvise a simple rhythm using different instruments, including my voice. 			
To create rhythms using word phrases as a starting point.	<ul style="list-style-type: none"> ● I can clap a rhythm that I have made up by myself. 			
To recognise long and short sounds, matching them to syllables and movements.	<ul style="list-style-type: none"> ● I can clap the rhythm of my name, pet or favourite colour. 			

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum
Listen and Respond	Listening Responding Musical styles Historical context Different Musicians Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
		To find and try to keep a steady beat.	<ul style="list-style-type: none"> I can find the pulse/steady beat and move in time to the music. 	Listen with concentration and understanding to a range of high-quality live and recorded music.
		To invent different actions to move in time with the music.	<ul style="list-style-type: none"> I can keep a steady beat in my head I can feel the pulse and move in time with the music. 	
		To move, dance and respond with their bodies in any way they can.		
		To describe their thoughts and feelings when hearing the music.	<ul style="list-style-type: none"> I can describe my emotions and thoughts when listening to a piece of music. 	
		To describe what they see in their individual imaginations when listening to the piece of music.		
		To talk about why they like or don't like the music.	<ul style="list-style-type: none"> I can explain why I like or don't like a piece of music. 	
		To identify a fast or slow tempo.	<ul style="list-style-type: none"> I can recognise the difference between fast and slow tempos. 	
		To identify loud and quiet sounds as an introduction to understanding dynamics.	<ul style="list-style-type: none"> I can recognise the difference between loud and soft dynamics. 	
Begin to understand the concept of there being different styles of music.	<ul style="list-style-type: none"> I can recognise the differences between two varying styles of music. 			
To discuss the style of the music.	<ul style="list-style-type: none"> I can point out the differences and similarities between the varying styles. 			

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Listen and Respond (continued)		To discuss together what the song or piece of music might be about. To talk about any other music they have heard that is similar.	<ul style="list-style-type: none"> I can discuss as a class what the music might be about and relate it to music I have listened to in the past. 	
		To mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo. To walk in time to the beat of a piece of music.	<ul style="list-style-type: none"> I can tap the pulse of a piece of music and recognise changes/fluctuations in tempo. 	
		To describe differences in tempo and dynamics with more confidence.	<ul style="list-style-type: none"> I can describe the tempo as fast or slow and dynamics as loud and soft, with confidence. 	
		To recognise some band and orchestral instruments.	<ul style="list-style-type: none"> I can recognise some musical instruments within their family groups. 	
		Continue to talk about where music might fit into the world.	<ul style="list-style-type: none"> I can listen to music from around the world and talk about its features. 	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum Links
Learn to Sing the Song	Singing/Rapping Words and meaning Movement Pulse Rhythm Pitch Tempo Dynamics Structure	Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
		To sing as part of a choir.	<ul style="list-style-type: none"> I can sing as part of a group, in unison or in two parts. 	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
		To have a go at singing a solo.	<ul style="list-style-type: none"> I can take the lead and perform solo. 	
		To demonstrate good singing posture.	<ul style="list-style-type: none"> I can demonstrate and maintain good posture when singing. 	
		To sing songs from memory.	<ul style="list-style-type: none"> I can memorise songs in preparation for performance. 	
		To sing with more pitching accuracy.	<ul style="list-style-type: none"> I can sing with fluency and accuracy of pitch. 	
		To understand and follow the leader or conductor.	<ul style="list-style-type: none"> I can sing as part of a choir/group and follow directions. 	
		To sing to try to communicate the meaning of the words.	<ul style="list-style-type: none"> I can communicate the words of the song effectively. 	
		To listen for being 'in time' or 'out of time'.	<ul style="list-style-type: none"> I can listen effectively when performing to ensure accuracy of pulse. 	
To add actions and perhaps movement to a song.	<ul style="list-style-type: none"> I can add appropriate actions and movement to the songs I sing. 			

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum Links
Play Your Instruments with the Song	Playing instruments Keeping a steady beat Playing in a group/ensemble	Children will learn: To play a part on a tuned or untuned instrument by ear (either Part 1 or Part 2).	Children's Statements I can/I know/I understand and demonstrate: ● I can use tuned and untuned classroom percussion instruments to perform accompaniments and/or melodies.	The National Curriculum for Music says that pupils should be taught to: Play tuned and untuned instruments musically.
	Pulse Rhythm Pitch Tempo Dynamics Structure	To rehearse and perform their parts within the context of the unit song.	● I can rehearse and then perform sections of music with accuracy.	
	Pulse Rhythm Pitch Tempo Dynamics Structure	To treat instruments carefully and with respect.	● I can use instruments respectfully and treat them with care.	
	Pulse Rhythm Pitch Tempo Dynamics Structure	To play together with everybody while keeping in time with a steady beat.	● I can perform as part of a group/ensemble, keeping in time with a steady beat.	
	Pulse Rhythm Pitch Tempo Dynamics Structure	To perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.	● I can perform as a group or solo passages of music, keeping in time with a steady beat.	
Improvise with the Song	Improvising Listening	Begin to create personal musical ideas using the given notes. To follow a steady beat and stay 'in time'.	● I can recall musical sequences to build ideas around any given note/s to a steady pulse.	Experiment with, create, select and combine sounds using the interrelated dimensions of music.
	Pulse Rhythm Pitch Tempo	To understand that improvisation is about making up your own very simple tunes on the spot.	● I can use tuned and untuned classroom percussion instruments to improvise and compose.	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum Links
Compose with the Song Create a Graphic Score	Composing Pulse Rhythm Pitch Tempo Dynamics	Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to: Experiment with, create, select and combine sounds using the interrelated dimensions of music.
		To perform their simple composition/s using two, three, four or five notes.	<ul style="list-style-type: none"> I can use tuned and untuned classroom percussion instruments to improvise and compose. 	
		To start and end their tune/s on note one.	<ul style="list-style-type: none"> I understand that I can start and finish a composition on the 'home' note. 	
		Continue to understand that composing is like writing a story with music.	<ul style="list-style-type: none"> I can compose a melodic line with direction, creating a beginning and an end using the home key. 	
		To explore and create graphic scores: To create musical sound effects and short sequences of sounds in response to music and video stimuli.	<ul style="list-style-type: none"> I can create a sound using tuned and untuned percussion instruments in response to a stimulus. 	
		To use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.	<ul style="list-style-type: none"> I can use musical symbols to compose simple pieces of music. 	
		To create a story, choosing and playing classroom instruments.	<ul style="list-style-type: none"> I can use classroom instruments to help narrate a story. 	
		To create and perform their own rhythm patterns with stick notation, including crotchets, quavers and minims.	<ul style="list-style-type: none"> I can compose simple rhythms using basic stick notation. 	
		To use music technology, if available, to capture, change and combine sounds.	<ul style="list-style-type: none"> I can use music technology to create, edit and combine sounds. 	
Use notation, if appropriate: To create a simple melody using crotchets and minims.	<ul style="list-style-type: none"> I can create a simple melody using crotchets and minims. 			

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum Links
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Perform the Song	Performing Listening Playing Singing Improvising Composing	To rehearse a song and then perform it to an audience, explaining why the song was chosen.	<ul style="list-style-type: none"> I can practise, rehearse and perform music to an audience with confidence. I can introduce a song, explaining why it was chosen. 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.
		To add actions to the song.	<ul style="list-style-type: none"> I can add actions to a song, where appropriate. 	
	Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	To show a simple understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance.	<ul style="list-style-type: none"> I have an understanding of the musical themes and how they have shaped my performance. 	
		To perform the song from memory.	<ul style="list-style-type: none"> I can perform a song from memory. 	
		To follow the leader or conductor.	<ul style="list-style-type: none"> I can follow the leader or conductor. 	
		To talk about the performance afterwards, saying what they enjoyed and what they think could have been better.	<ul style="list-style-type: none"> I can talk about my performance, considering what was good and what could be improved. 	

*Also known as interrelated dimensions of music.