

Normanby Primary Music Non Negotiables

| Year 2 – Skill Development | Listening and understanding | | Controlling | Creating Use acoustic sounds and ICT to... | Responding and reviewing |
|----------------------------|---|--|---|--|---|
| | Elements of music | Contexts or purposes | | | |
| | <p><i>Pitch</i>: recognise higher and lower sounds; respond to the overall shape of melodies <i>Duration</i>: distinguish between rhythm and beat; understand how rhythmic patterns fit to the beat <i>Dynamics</i>: begin to understand getting louder and quieter <i>Tempo</i>: begin to understand getting faster and slower <i>Texture</i>: recognise how different pieces use different layers of sound <i>Timbre</i>: identify the way sounds are made: blown, plucked, shaken, struck, vocalised, strummed, electronically produced <i>Structure</i>: understand and identify repetition and contrast including question and answer, A·B·A, and verse and chorus</p> <p style="text-align: center;">Applying understanding</p> <ul style="list-style-type: none"> • Identify how combined musical elements can be used expressively within simple structures • Identify how the choice of sound source can contribute towards the mood or effect in the music heard or performed • Use and explore a variety of signs or symbols linked to understanding of elements to communicate own musical ideas | <p><i>Purposes</i> eg: lullabies signals game songs greetings farewells Topic based songs Seaside, Transport Bob Marley- Reggae</p> <p><i>Non-musical stimuli</i> eg: stories pictures poems rhymes chants patterns number sequencing movement dance environment</p> | <ul style="list-style-type: none"> • Extend accuracy of vocal range (use C-C' as a guide) • Develop expressive effect and quality of sound when speaking, singing songs and chanting through increased control of diction, dynamics and tempo • Sing songs with simple patterns as accompaniments <ul style="list-style-type: none"> • Demonstrate accuracy and control of technique on an appropriate range of tuned and untuned percussion • Perform simple patterns and accompaniments keeping to a steady pulse, including ostinati <p>lc</p> <ul style="list-style-type: none"> • Follow hand and eye signals to direct and lead • Improve their own work • Rehearse and perform individually, in pairs, small groups and as a class | <ul style="list-style-type: none"> • Explore and enjoy how sounds can be made, changed, and used to create musical patterns e.g. 2Simple Music Toolkit, iPods and iPads • Structure sounds in an order appropriate to a specific purpose in response to given starting points • Compose accompaniments to songs using a repertoire of known rhythms | <ul style="list-style-type: none"> • Respond to changes in mood and character within pieces of music through movement, dance and art work • Build an appropriate musical vocabulary and use when talking about music and developing the ability to express an aesthetic response See <i>vocabulary list in the appendices</i> • Improve their own work |

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[T] SH, AD, GC, CA,