

Yearly Skills & Knowledge Progression

Subject: Music

Year group: Year 2

	Half Term 1	Half Term 2
Autumn	<p>Singing: Sing songs regularly with a pitch range of do-so with increasing vocal control.</p> <p>Listening: 20th Century: Ravel – Bolero 21st Century: Anna Clyne – Night Ferry</p> <p>Mark the beat of bolero by tapping or clapping recognising tempo and changes in tempo.</p> <p>Develop a pupil's shared knowledge and understanding of the origin, tradition, history and social context of the music they are listening to.</p>	<p>Composing: Create music in response to a non- musical stimulus (e.g a storm, car race or rocket launch)</p> <p>Musicianship: PULSE/BEAT</p> <p>Understand that the speed of the beat can change, creating a faster or slower pace.</p> <p>Know the difference between left and right to support coordination and shared movement with others.</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>Identify the beat grouping in familiar music that they sing/listen to.</p>
	<p><i>What can make this personal to Dovers Green?</i></p>	<p><i>What can make this personal to Dovers Green?</i></p> <p><i>Perform their musical responses to an event or story.</i></p>
Spring	<p>Singing: Sing songs with a small pitch range, pitching accurately.</p> <p>Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody.</p> <p>Listening: Rock n Roll: Elvis Presley – Hound Dog Pop: The Beatles-With a little help from my friends.</p>	<p>Composing: Work with a partner to improvise simple question and answer phrases to be sung and played on untuned percussion creating a musical conversation.</p> <p>Musicianship: RHYTHM</p> <p>Play copycat rhythms, copying a leader and invent other rhythms for others to copy on untuned percussion.</p>

	<p>Develop a pupil's shared knowledge and understanding of the origin, tradition, history and social context of the music they are listening to.</p>	<p>Create rhythms using word phrases as a starting point (Hel lo Si mon) Read and respond to chanted rhythm patterns and represent them with stick notation including crochets quavers and crochet rests.</p>
	<p><i>What can make this personal to Dovers Green?</i></p> <p>Have the opportunity to perform a song outside of school.</p>	<p><i>What can make this personal to Dovers Green?</i></p> <p>Create and perform their own chanted rhythm patterns with the same stick notation.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer</p>	<p>Singing: Know the meaning of dynamics (loud +quiet) and tempo (fast, slow) and be able to demonstrate these when singing by responding to a teachers direction and visual symbols. (crescendo, decrescendo and pause).</p> <p>Listening: Indonesia, Gamelan, Baris by Gong Kebyar of Peliatan</p> <p>Develop a pupil's shared knowledge and understanding of the origin, tradition, history and social context of the music they are listening to.</p>	<p>Composing: Use graphic symbols, dot notation and stick notation to keep a record of composed pieces.</p> <p>Musicianship: PITCH Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short melodic phrases indicating with actions (e.g stand up sit down, hands high, hands low. Recognise dot notation and match it to 3 note tunes played on tuned percussion.</p>
	<p><i>What can make this personal to Dovers Green?</i></p>	<p><i>What can make this personal to Dovers Green?</i></p> <p>Perform on tuned percussion to other year groups.</p>