





## Key Areas of Learning

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>No Place Like by Kerry Andrew</p> <p>Explore using the voice to create different sounds and experiment with ways of changing them</p> <p>Explore and create, sounds with the voice, found sounds, instruments and appropriate technology in response to a stimulus.</p> <p>Use simple music technology to make and capture sounds</p>	<p>Ho Ho Ho Christmas Theme</p> <p>Sing songs with a wider pitch range</p> <p>Identify timbres of classroom instruments</p>	<p>Mars by Holst</p> <p>Listen with concentration to a variety of live and recorded music from different cultures, traditions and historical periods and express an opinion about the music.</p> <p>Copy a simple rhythm on a percussion instrument</p> <p>Play an instrument in a group, showing some awareness of other performers</p> <p>Know how to follow a simple graphic score</p>	<p>South African Music – Hands. Feet, Heart</p> <p>Pitch-match simple 2 and 3 note melodies accurately (lah-soh-me.).</p> <p>Improvise (make up) simple rhythmic and vocal patterns</p> <p>Create sequences of sounds using the interrelated dimensions of music..</p>	<p>Rock – I want to play in a band</p> <p>Aurally identify simple rhythm patterns using</p> <p> walk/ta</p> <p> jogging/te-te</p> <p>Keep a steady pulse on an instrument or with movement</p> <p>Play fast/slow, loud/quiet, high/low and change the type of sound when playing instruments</p> <p>Follow simple musical instructions and actions.</p> <p> Recognise symbols for Crotchet</p> <p></p>	<p>Pop – Friendship Song</p> <p>Identify and describe changes in tempo (fast/slow), pitch (high/low), dynamics (loud/quiet) and timbre (instrumental sounds).</p> <p>Demonstrate an understanding of the difference between pulse and rhythm</p> <p>Order sounds within simple structures such as beginning/middle/end.</p> <p>Represent sounds with symbols (given and made up.)</p>