

## Music Knowledge Progression

### Year 2

	Listen and appraise	Games	Singing	Playing	Improvisation	Composition	Performance
<b>Substantive Knowledge</b>	<p>-To know five songs off by heart.</p> <p>-To know some songs have a chorus or a response/ answer part.</p> <p>-To know that songs have a musical style.</p>	<p>-To know that music has a steady pulse, like a heartbeat.</p> <p>-To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>-Rhythms are different from the steady pulse.</p> <p>-We add high and low sounds, pitch, when we sing and play our instruments.</p>	<p>-To confidently know and sing five songs from memory.</p> <p>-To know that unison is everyone singing at the same time.</p> <p>-Songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>-To know why we need to warm up our voices.</p>	<p>-Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>-Know the names of untuned percussion instruments played in class.</p>	<p>-Improvisation is making up your own tunes on the spot.</p> <p>-When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>-Everyone can improvise, and you can use one or two notes.</p>	<p>-Composing is like writing a story with music.</p> <p>-Everyone can compose.</p>	<p>-A performance is sharing music with an audience.</p> <p>-A performance can be a special occasion and involve a class, a year group or a whole school.</p> <p>-An audience can include your parents and friends.</p>

<p><b>Disciplinary knowledge</b></p>	<p>-To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>-To learn how songs can tell a story or describe an idea.</p>	<p>-There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <p>1. Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse.</p> <p>2. Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic</p>	<p>-Learn about voices singing notes of different pitches (high and low).</p> <p>-Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <p>- Learn to find a comfortable singing position.</p> <p>-Learn to start and stop singing when following a leader.</p>	<p>-Treat instruments carefully and with respect.</p> <p>-Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>-Play the part in time with the steady pulse.</p> <p>-Listen to and follow musical instructions from a leader.</p>	<p>-Use the improvisation tracks provided</p> <p>Improvise using the three challenges:</p> <p>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen</p>	<p>-Help create three simple melodies with the Units using one, three or five different notes.</p> <p>-Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>-Choose a song they have learnt from the Scheme and perform it.</p> <p>-They can add their ideas to the performance.</p> <p>-Record the performance and say how they were feeling about it.</p>
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Key Vocabulary	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.						