

Music Progression

Year 2			
	Improvise and Compose	Sing and Play	Listen and Appraise
Term 1	<p>Improvise rhythms along to a backing track using the note <i>C</i> or <i>G</i>.</p> <p>Compose call and response music.</p> <p>Select instruments and compose music to reflect an animal's character.</p> <p>Invent simple patterns using voices, body percussion, and then instruments.</p> <p>Follow signals given by a conductor/leader.</p> <p>Structure compositional ideas into a bigger piece.</p> <p>Improvise solos using instruments.</p>	<p>Play the melody on a tuned percussion instrument.</p> <p>Sing with good diction.</p>	<p>Recognise and play echoing phrases by ear.</p> <p>Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.</p> <p>Identify different qualities of sound (timbre) (e.g. smooth, scratchy, clicking, ringing, and how they are made).</p> <p>Recognise and respond to changes of speed (tempo), the length of notes (duration - long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement.</p>
Term 2	<p>Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.</p> <p>Improvise and compose, structuring short musical ideas to form a larger piece.</p> <p>Begin to understand duration and rhythm notation.</p> <p>Structure musical ideas into a whole-class composition.</p>	<p>Chant Grandma rap rhythmically and perform to an accompaniment children create.</p> <p>Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.</p> <p>Learn a clapping game to Hi lo chicka lo that shows the rhythm.</p> <p>Sing and play, performing composed pieces for an audience.</p> <p>Learn a simple rhythm pattern and perform it with tempo and volume changes.</p> <p>Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto.</p> <p>Follow signals from a conductor.</p>	<p>Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers).</p> <p>Listen and appraise, with focus and attention to detail, recalling sounds and patterns.</p> <p>Listen to and analyse four pieces of music inspired by travel/vehicles.</p>

Term 3

Create action patterns in 2- and 3-time.
Compose a soundtrack to a clip of a silent film.
Understand and use notes of different duration.
Understand and use notes of different pitch.
Understand and use dynamics.

Demonstrate an internalised sense of pulse through singing games.
Sing confidently in Polish, and play a cumulative game with spoken call and response sections.
Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.

Listen actively and mark the beat by tapping, clapping, and swinging to the music.
Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty').
Understand and explain how beats can be grouped into patterns and identify them in familiar songs.
Move freely and creatively to music using a prop.
Listen and match the beat of others and recorded music, adapting speed accordingly.
Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.