

What should I already know:

- I know that sounds can be loud and quiet
- I know that sounds can be long and short
- I know that Pitch can go up, down, jump up, slide down and stay the same
- I can clap a steady beat and a short rhythmic pattern
- I can hold and play percussion instruments correctly
- I can name some percussion

Year 2-Music-Summer 1 Materials

Learning outcomes:-

- I can sing songs by applying confidently two or more musical elements such as Dynamics, Tempo, Pitch
- I can recognise selection of sounds of instruments, describing the materials that instruments are made of WOOD, METAL, SKIN and to understand how this effects their duration .
- I can illustrate a story-poem by playing carefully chosen sounds of percussion instruments.
- I can learn about a simple structure of a song-dance/AB/
- I can move to and play percussion instruments confidently, follow the rhythmic patterns initiated in examples of classical music -BBC 10 Pieces (G. Bizet-Toreador) and national dances from different countries- 'Trojak' from Poland.

Key vocabulary in Music:

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|---------------------------|---|
| Dynamics | loud and quiet, getting louder, quieter |
| Tempo | slow and fast getting faster, slower |
| Pitch | High and low, going up, going down |
| Beat/ Pulse | Continuous unit of time |
| Rhythm | A combination of different sounds |
| Ostinato | A repeating rhythmic pattern |
| Timbre | Quality of sound, instruments made of skin |
| Musical instrument | An object that produces sound |
| Orchestra | A group of musicians who play different instruments |
| Djembe | An African drum |
| Opera | A story told through music and singing |
| Habanera | a slow Cuban dance |



Robot Beat

Rap music



If I only had a heart

The Wizard of Oz

Troyak dance

Great composers

Georges Bizet- Opera Carmen

Timbre

Metal- Wood Skin

