



St James' Church of England Primary School

Music Overview Sheet



Year 2 – Musical Me



Unit Outcomes: Pupils who are **secure** will be able to:

- Clap the rhythm of their name.
- Sing the melody accurately while playing their instrument in time.
- Show a range of emotions using their voices.
- Describe the dynamics and timbre of their pieces.
- Play a known melody from letter notation in the right order, if not with the right rhythms.
- Play a new melody from letter notation in the right order, if not in time.
- Invent a melody, write it down and play it back.
- Select instruments with different timbres.
- Compose and perform a piece using different dynamic levels.

Key Skills:

- Recognising timbre changes and structural features in music they listen to.
- Beginning to use musical vocabulary to describe music.
- Suggesting improvements to their own and others' work.
- Successfully combining and layering several instrumental and vocal patterns within a given structure.
- Creating simple melodies from five or more notes.
- Choosing appropriate dynamics, tempo and timbre for a piece of music.
- Using letter name and graphic notation to represent the details of their composition.
- Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).
- Singing short songs from memory, with melodic and rhythmic accuracy.
- Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.

Overview:

Lesson 1: **Once a man fell in a well** To sing and play an instrument at the same time
Lesson 2: **Dynamics and timbre** To choose and play appropriate dynamics and timbres for a piece of music
Lesson 3: **Melody** To use musical notation to play melodies
Lesson 4: **My own melody** To use letter notation to write my own melody
Lesson 5: **Group composition** To use timbre and dynamics in musical composition

Cross-Curricular Ideas

Key Vocabulary

Rhythm, pulse, dynamics, timbre, beat, melody, notation

Impact/Assessment

Most Children will: • Clapping the rhythm of their name. Singing the melody accurately while playing their instrument in time. • Showing a range of emotions in their voices. Describing the dynamics and timbre. • Playing a known melody from letter notation in the right order if not with the right rhythms. • Playing a new melody from letter notation in the right order if not 'in-time'. Inventing a melody, writing it down, and playing it back. • The ability to select instruments with different timbres, and the ability to compose and perform a piece using different dynamic levels.

More Able Children will: • An ability to play the pulse reliably at the same time as singing. Making and justifying informed choices when selecting instrumental sound effects. • Consistently copying back a rhythm at the correct dynamic. Leading the pulse-playing to the group. Making appropriate suggestions for matching instruments to emotions. • Accurately playing a known melody with the right rhythm from letter notation and a new melody from letter notation. • Accurately playing a new melody from letter notation. Writing a 'musical' melody with a regular phrase structure and playing it back.