

Skills, knowledge and understanding

Year 2

Play and perform on percussion instruments with increasing accuracy, fluency, control and expression.	1. Play and explore a wider range of contrasting sounds musically using voice, body percussion and classroom percussion instruments. 2. Explore and experiment with interrelated dimensions* of music using body percussion and percussion instruments with increasing control- getting louder/quieter, faster/slower and keeping a steady beat at different tempi. 3. Internalise the pulse and keep a steady beat in different pieces of music. 4. Begin to explore the difference between pulse and rhythm. 5. Play and perform repeated rhythmic patterns using body percussion and classroom percussion to accompany songs, chants, rhymes or other musical stimuli. 6. Learn to internalise and accurately recall simple musical songs, sequences, rhythmic and melodic patterns. 7. Continue to develop ensemble etiquette and understand that quality musical outcomes will be achieved as a result of good team work. 8. Experiment and explore the use of visual symbols to create or respond to a graphic score using voice, body percussion and percussion instruments. 9. Continue to develop simple ensemble skills such as learning to start/stop, follow and be a leader/ conductor.
Learn to sing and use their voices with increasing accuracy, fluency, control and expression.	1. Sing and/or speak songs, chants and rhymes in a variety of styles to convey different moods. 2. Use their speaking and singing voices confidently within the pitch range (middle C-C) with a good sense of pulse, rhythm and diction. 3. Internalise (thinking voice) parts of a song, rhyme or chant. 4. Learn that melody is the term to describe how the single line of music that moves up and down in pitch we sing or play. 5. Promote solo opportunities for pupils to use and hear their speaking and singing voices individually 6. To sing with an awareness of other performers. 
Create and compose music using the inter related dimensions of music	1. Experiment and explore different sounds that can be created using body percussion, voice and classroom percussion. 2. Organise and choose sounds and musical ideas when responding to a range of musical and non-musical starting points. 3. Learn how to create a graphic score for a class composition using visual symbols to represent and organise sounds.
Listen and respond to a range of high-quality live and recorded music	1. Listen to a variety of music from different styles, genres and traditions and begin to describe key features of music and how it makes them feel. 2. Listen and respond to music through focused listening, physical movement or use of materials such as scarves, beanbags or balls.

*Interrelated dimensions: pitch, pulse, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations