



# Milestones Document - Music in Year 2



## Intent

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

## Subject Content, Knowledge and Skills: Progression outcomes

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

**Charanga Music**  
**Listen and Appraise**  
 I can identify a beat and join in  
 I can identify the mood of a piece of music  
 I can explain to another which of two sounds is higher or lower in a piece or song

**Composition**  
 I can use my body to make sounds: Loud/quiet, Fast/slow, Long/short, High/low  
 I can use my voice to do: humming, whispers, whistles  
 I can make patterns with sounds and instruments e.g. loud - quiet - loud – quiet  
 long - short - long - short  
 I can make sounds that reflect a topic/theme: for example a jungle or The Great Fire of London  
 I can use short given patterns in my compositions  
 I can use given symbols to record long and short sounds and am beginning to create my own  
 I can say what I like and do not like about other’s performances using music vocabulary

**Perform and Share**  
 I can use: high voice, middle voice, low voice with control  
 I can sing in tune  
 I can sing in unison with a group  
 I can make and change sound on an instrument both tuned and untuned creating both long and short sounds  
 I can perform to an audience and improve my performance by practising and say how it has improved

## Key Vocabulary and information:

<b>YEAR 2</b> OVERVIEW & PLANNING	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play In A Band	Zootime	Friendship Song	Reflect, Rewind and Replay
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

## Building on from...

<b>YEAR 1</b> OVERVIEW & PLANNING	Hey You!	Rhythm In The Way We Walk and The Banana Rap	In The Groove	Round And Round	Your Imagination	Reflect, Rewind and Replay
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

**Pitched** – instrument produced one or more musical notes

**Unpitched** – the instrument played has no definite pitch/notes

**Appraising** – listening carefully

**Arrangement** – how and when voices and instruments are used

**Backing** – the accompaniment to a song

**Balance** – The level of volume at which players sing/play. Good balance = all heard

**Ballad** – A gentle love song

**Band** – plying/singing/perform together

**Chord** – More than one note played at the same time

**Chorus** – A repeated section in a song which gives the main message

**Cover** – version of a song performed by someone other than the original artist

**Composing** – Creating and developing musical ideas and 'fixing' them

**Decks** – equipment used by DJs to mix different sounds and make effects like scratching

**Dynamics** – how quiet or loud music is

**Ending** – short section which brings the piece to an end

**Ensemble** – French work meaning playing/singing/performing together

**Hook** – in pop music – a catchy phrase of 'riff' (short repeated piece) that we can't stop singing

**Improvise** – to make up on the spot

**Introduction** – music heard at the beginning

**Lyrics** – the words of a song

**Melody** – another name for the tune

**Melodic** – melody or tune

**Notation** – ways to visually represent the music

**Original** – The first ever version of a song

**Outro** – short section which brings the piece to an end

**Performing** – singing and playing instruments

**Phrase** – a musical sentence

**Pitch** – the range of high and low sounds

**Pre-chorus** – A short section in a song, before the chorus

**Pulse/Beat** – the heartbeat/steady beat

**Recurring theme** – a tune that repeats again and again

**Rhythm** – combination of long and short sounds to make patterns

**Solo** – Italian word meaning playing/singing/performing on your own

**Structure/form/shape** – how the sections (verses/choruses) are ordered to make a whole piece

**Style** – the type of music ie. Blues/rock/pop/classical

**Tempo** – Italian word describing how fast or slow the music goes

**Texture** – layers of sound in music (playing at once)

**Timbre** – the quality and character of a sound (different once produced by striking, scraping or shaking)

**Verse** – Section of song with the same tune but different words

**Music styles** – Hip-Hop, Reggae, Blues, Baroque, Latin, Bhangra, Folk, Funk, Bossa Nova, Pop & Classical

**Unit Themes** - Pulse, Rhythm & Pitch.

**Notes learnt/Played** – C, G, D, A, F, E

**What comes next...**

YEAR <b>3</b> OVERVIEW & PLANNING	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

**Music Styles** – RnB, Reggae, A Pop song that tells a story, Disco, Classical

**Unit Themes** – RNB and other styles, Exploring & developing playing skills, Reggae and animals, Music from around the world, celebrating our differences and being kind to one another, Disco, friendship, hope and unity, The history of music, look back and consolidate your learning, learn some of the language of music.

**Notes learnt/Played** – C,F, G, E, A, B, D

