Music
Year 2 – Autumn Term
Musical Me

Links to other subject units this term	
The first half of the term will be a stand-alone set of lessons, as outlined below. Autumn 2 links directly to our whole key stage Nativity performance.	
Prior Learning	
The skills required to complete each of these musical activities will build upon those undertaken in Year 1.	
Key vocabulary for this unit	
rhythm, pulse, dynamics, timbre, beat, melody, notation	
Learning Sequence: These activities have been set out in non-chronological order but outline the elements of music to be covered this term.	
Once a Man Fell in a Well	Say and clap the rhythm of their name Sing a song and play the pulse using an instrument Suggest how to make different sound effects of a song Take part in a class performance, singing and, playing the pulse at the same time
Dynamics and Timbre	Copy back a rhythm (pattern) at the right dynamic (volume) Use an instrument to play the rhythm of a song without singing Understand that all instruments have their own timbre (unique sound) Change the dynamics and timbre in a performance to alter the emotion of the song Use an instrument to keep the pulse when performing
Melody	Describe dynamics and timbre. Play a melody (tune) from letter notation (letter names) Know that melodies (tunes) can be written down using letters
My Own Melody	Create a melody Write my melody down using letter names Know that writing a melody is called ‘letter notation’ Play a melody back from the letter names that have been written

Group Composition	Work as part of a group Help create a piece of music Make a composition more interesting by adding timbre and dynamics
Singing	The children will spend the majority of the second half of the Autumn term music lessons learning the songs relating to the KS1 Nativity.

Assessment milestones

Musical Skills:	**Musical Knowledge:**
• Clap the rhythm of their name. • Sing the melody accurately while playing their instrument in time. • Show a range of emotions in their voices. • 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.	• Understand the meaning of the key vocabulary as set out in the list above and to apply these to their music making and performance. •