



Year 2 Music Subject Map



Primary Music-Jack and the Beanstalk BBC	Orchestral Instruments- Western Stories	Animal Pageant	Musical Me	On This Island-British Songs and Sounds	Dynamics, Timbre, Tempo and Motifs-Space-
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DRIVER WORDS									
EYFS		Year 1		Year 2		Year 3		Year 4	
Explore	Listen	Respond	Engage	Sing	Play	Experiment	Describe	Follow	Improvise

MUSIC AGE RELATED EXPECTATIONS

LISTENING

1. Recognising timbre changes in music they listen to
2. Recognising structural features in music they *listen to
3. Listening to and recognising instrumentation.
4. Beginning to use musical vocabulary to describe music
5. Identifying melodies that move in steps
6. Listening to and repeating a short, simple melody by ear.
7. Suggesting improvements to their own and others' work.

COMPOSING

8. Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character
9. *Successfully combining and layering several instrumental and vocal patterns within a given structure.
10. Creating simple melodies from five or more notes
11. *Choosing appropriate dynamics, tempo and timbre for a piece of music.
12. Using letter name and graphic notation to represent the details of their composition.
13. Beginning to suggest improvements to their own work.

PERFORMING

14. *Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).
15. Singing short songs from memory, with melodic and rhythmic accuracy.
16. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.
17. *Performing expressively using dynamics and timbre to alter sounds as appropriate

MUSIC VOCABULARY

pulse, rhythm, pitch, dynamics and tempo. Styles, Instrumental families, instrument, wind, string, percussion, brass. Opinion, styles, ensemble, leader, conductor, melodies, composition, improvisation, notated, graphic, pictorial, video, pattern. Singing, chants, rhymes, play, tunes instruments, untuned instruments, listen, high- quality live music, high quality recorded music, experiment, create sounds, select sounds, combine sounds.

INTER-RELATED DIMENSIONS OF MUSIC

PITCH

19. To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches
20. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.

DURATION

21. To know that 'duration' means how long a note, phrase or whole piece of music lasts.
22. To know that the long and short sounds of a spoken phrase can be represented by a rhythm

DYNAMICS

23. To know that dynamics can change the effect a sound has on the audience.

TEMPO

24. To understand that the tempo of a musical phrase can be changed to achieve a different effect.

TIMBRE

25. To know that musical instruments can be used to create 'real life' sound effects.
26. To understand an instrument can be matched to an animal noise based on its timbre.

TEXTURE

27. To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.

STRUCTURE

28. To understand that structure means the organization of sounds within music, eg a chorus and verse

NOTATION

29. To know that 'notation' means writing music down so that someone else can play it
30. I know that a graphic score can show a picture of the structure and / or texture of music.