

## Year 2 Medium Planning: Skills Map Music

<p style="text-align: center;"><b>Autumn A: Voice</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Begin to understand getting louder and quieter</li> <li>• Understand and identify question and answer, verse and chorus</li> </ul> <p><b>Specific vocal skills</b></p> <ul style="list-style-type: none"> <li>• Posture, breathing, note learning, balancing parts (where appropriate)</li> <li>• Extend accuracy of vocal range (C-C as a guide)</li> <li>• Develop expressive effect and quality of sound when speaking, singing songs and chanting through increased control of diction, dynamics and tempi</li> <li>• Rehearse and perform in pairs and as a class</li> <li>• Explore and enjoy how sounds can be made and changed to create musical patterns</li> </ul>	<p style="text-align: center;"><b>Spring A: African Drumming</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Distinguish between rhythm and beat and understand how rhythmic patterns fit the beat</li> <li>• Begin to understand getting faster and slower tempos</li> </ul> <p><b>Specific drumming skills</b></p> <ul style="list-style-type: none"> <li>• Learn names of instruments</li> <li>• Learn correct position for sitting and playing instruments</li> <li>• Different ways of using hands on djembe</li> <li>• Sing simple African songs</li> <li>• Perform simple patterns</li> </ul>	<p style="text-align: center;"><b>Summer A: Bamboo Tamboo</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Respond to, recognise and identify a range of repetition and contrast structures including question and answer</li> <li>• Recognise, respond to and distinguish between steady beat and rhythm patterns and how they fit together</li> </ul> <p><b>Specific percussion skills</b></p> <ul style="list-style-type: none"> <li>• Keep a steady beat / play on different numbers</li> <li>• Copy and play different patterns</li> <li>• Participate in call and response patterns</li> <li>• Create class graphic score using stomp and tap patterns</li> <li>• Illustrate traditional Caribbean story with instrumental sounds</li> </ul>
<p style="text-align: center;"><b>Autumn B: Ukulele</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Recognise higher and lower sounds / respond to the shape of a melody</li> <li>• Identify the way sounds are made – particularly plucking and strumming</li> </ul> <p><b>Specific ukulele skills</b></p> <ul style="list-style-type: none"> <li>• Correct finger and hand positions with good posture</li> <li>• Plucking and strumming open strings</li> <li>• Play and sing simple one chord songs</li> <li>• Perform simple patterns and accompaniments keeping to a steady pulse</li> <li>• Improve work</li> </ul> <p>Explore and enjoy how sounds can be made to make patterns</p>	<p style="text-align: center;"><b>Spring B: Keyboard</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Recognise how different pieces use different layers of sound</li> <li>• Identify the way sounds are made, blown, plucked, shaken, struck, vocalised, strummed, electronically produced</li> <li>• Sing songs with simple patterns as accompaniments</li> <li>• Perform simple patterns and accompaniments keeping to a steady pulse, including ostinati.</li> <li>• Improve their own work</li> </ul> <p><b>Specific keyboard skills</b></p> <ul style="list-style-type: none"> <li>• Hand position, using right hand</li> <li>• Pattern of black keys, white notes D &amp; E</li> <li>• Play tunes from colour charts</li> <li>• Develop understanding of different keyboard controls; voice and style</li> </ul>	<p style="text-align: center;"><b>Summer B: Developing own final production</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explore the way sounds can be combined and used expressively</li> <li>• Improvise short, repeated rhythmic patterns, building a repertoire of patterns and sequences</li> <li>• Begin to combine layers of sound with awareness of the combined effect</li> <li>• Experiment with repeating and re-ordering sound patterns and sections of music</li> <li>• Use and explore notations which are linked to understanding of elements to communicate own musical ideas</li> <li>• Improve their own and others' work with an awareness of the music's context/purpose</li> </ul>

