

**Year 2 Medium Planning: Skills Map
Music**

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

