







# St. Laurence CE Primary School

## Year 2 Music Long Term Planning



### Threshold Concepts

Singing	Playing	Listening	Composing/Performing
			

Autumn 1 The Long and Short of it	Autumn 2 Feel the Pulse	Spring 1 Taking Off	Spring 2 What's the Score?	Summer 1 Rain Rain go away	Summer 2 Sounds interesting
<p><b>Exploring Duration</b> Develop children's ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound.</p> <p>How can I use my voice to make long and short sounds? (M1)</p> <p>Can I respond to long and short sounds through movement? (M3)</p> <p>Can I make long and short sounds using percussion? (M2) (M4)</p> <p>Can I understand that music is made up of long and short sounds? (M4)</p> <p>Have I used instruments to make sequences of long and short sounds? (M2) (M4)</p>	<p><b>Exploring Pulse and Rhythm</b> Develop children's ability to recognise the difference between pulse and rhythm and to perform with a sense of 'pulse'.</p> <p>Can I learn how to control a beat? (M3) (M4)</p> <p>Can I combine beat and rhythm? (M2) (M4)</p> <p>Can I recall and copy rhythm patterns? (M3) (M4)</p> <p>Can I create rhythm patterns? (M2) (M4)</p> <p>Can I use beat and rhythm to create an accompaniment for a song? (M2) (M3) (M4)</p>	<p><b>Exploring Pitch</b> Develop children's ability to discriminate between higher and lower sounds and to create simple melodic patterns.</p> <p>Can I show understanding of what is meant by pitch? (M1)</p> <p>Can I respond to changes in pitch? (M1) (M3)</p> <p>Can I relate sounds to symbols? (M2) (M4)</p> <p>Can I learn that pitch can be used descriptively? (M1) (M2) (M3) (M4)</p>	<p><b>Exploring instruments and symbols</b> Develop children's ability to recognise different ways sounds are made and changed and to name, and know how to play, a variety of classroom instruments.</p> <p>Can I identify instruments and the way their sound can be changed? (M3)</p> <p>Have I identified different groups of instruments? (M3)</p> <p>Which musical elements have I combined when performing together and following instructions? (M2) (M4)</p> <p>How many symbols have I used in my composition as part of a class score? (M4)</p> <p>Can I make a composition and make my own symbols as part of a class score? (M2) (M4)</p>	<p><b>Exploring timbre, tempo and dynamics</b> Develop children's ability to recognise how sounds and instruments can be used expressively and combined to create music in response to a stimulus.</p> <p>Am I able to explore timbre, tempo and dynamics? (M4)</p> <p>Can I improvise vocal patterns? (M1)</p> <p>Have I responded to a graphic score? (M4)</p> <p>Can I choose instrumental sounds to accompany a song? (M2) (M3)</p> <p>How many sounds have I added to a familiar song? (M2) (M3)</p> <p>Have I used notation to prepare a complete score? (M4)</p>	<p><b>Exploring Sounds</b> Develop children's ability to identify different sounds and to change and use sounds expressively in response to a stimulus.</p> <p>Can I recognise and explore different sound sources? (M1) (M3)</p> <p>Have I recognised and explored different sound sources? (M1) (M2)</p> <p>Have I shown that I can explore and control instruments? (M2)</p> <p>Can I recognise and explore different sound sources? (M1) (M3)</p> <p>Have I explored expressive use of sounds? (M1) (M4)</p> <p>How many different sound sources have I explored and recognised? (M4)</p>

--	--	--	--	--	--

**Subject content**

**Key stage 1**

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes (M1)
- play tuned and untuned instruments musically (M2)
- listen with concentration and understanding to a range of high-quality live and recorded music (M3)
- experiment with, create, select and combine sounds using the inter-related dimensions of music (M4)