

Music

YEAR 2	
COMPONENT SKILL To be able to play or sing in an ensemble or as solo.	
To be able to perform a practised piece to an audience	Practise and perform both songs and simple tunes including at least 3 notes on a tuned instrument as a small group.
To play the correct notes on a pitched instrument.	To begin to play the recorder and play at least three notes correctly.
To play a percussion instrument in time using the correct technique.	To play a steady beat.
To sing in tune.	Enjoy singing as a class. When sung simple notes they should sing them back with some accuracy.
To perform from memory and from a written representation.	Sing taught songs and sections of songs they have heard around them (eg on the TV or radio) from memory.
	Perform as a group on the recorder from memory or with the letter names of the notes written down.
COMPONENT SKILL To evaluate my own performance and that of others. (This will mostly be taught through the school's Mini Music programme)	
To critically analyse a performance and offer suggestions on what to improve.	Describe why they do not like a section of music and what could be done differently eg, 'I didn't like it because the trumpets were too loud, they could have been quieter.'
To analyse a performance and find positive features in it.	Describe why they do not like a section of music and what could be done differently eg, 'I didn't like it because the trumpets were too loud, they could have been quieter.'
To listen to and understand a range of live and high quality recorded music.	All year groups, listen to a new piece of music weekly following the school's Mini Music Programme. This will include music from a wide variety of styles, cultures and musical periods.
COMPONENT SKILL To be able to improvise and compose in a range of styles.	
To be able to improvise small sections of music.	Make an unaccompanied tune using the known notes on a recorder.
COMPONENT SKILL To begin to read written music (staff) and other music notations.	

To identify and read the position of notes on a treble clef score.	Understand that notes on the recorder have names.
	Be able to play the correct note when asked to on the recorder.
To identify and read basic rhythms.	Children should understand that notes have different lengths using the language of 'long' and 'short' notes.
COMPONENT SKILL Know meaning of the Interrelated dimension of music terms and use these to describe a piece of music.	
To know the meaning of key terms in music.	EYFS Children should know that music can be loud or quiet.
	Year 1 Children should know music can be fast or slow.
	Year 2 Children should know that there can be low notes and high notes.
To identify features of music and use the correct technical language to describe this.	EYFS Children should listen to music and describe whether it is loud or quiet.
	Year 1 Children should listen to music and know whether it is fast or slow.
	Year 2 Children should listen to a particular note and decide whether it is high or low.
COMPONENT SKILL Develop Aural Skills.	
To listen to pieces of music and be able to clap back the rhythm.	Children should be able to clap three 'claps' with different rhythms accurately.
To sing back sections of a song with growing accuracy.	Children should be able to clap three 'claps' with different rhythms accurately.
COMPONENT SKILL To develop an understanding of Music History.	
To know some of the great composers.	Prokofiev – Peter and the wolf - Where the Wild Things Are