



Music

Patterns

Year 2

Autumn 2

Key Vocabulary

dynamics	How loud or quiet a sound is
pulse	The heart beat of music which every singer or player uses to make music
rhythm	A mixture of one and half beat sounds played to the pulse
Scraped, shaken or tapped	The different ways non-percussion instruments can make a sound
tempo	How fast or slow music is played
Thinking voice	When you think a rhythm or phrase in your head and no sound is made

Percussion Instruments

Agogo Bells	
Claves	
Maraca	
Tambour	
Triangle	
Wooden agogo	
Wood block	

Songs

- Have you bought your singing voice?
- Hey Hey Look at me
- Touch your shoulders
- Alphabet Athletics
- I built big Machine
- Menu Song

Statutory Requirement

Key stage 1

Pupils should be taught to:
 use their voices expressively and creatively by singing songs and speaking chants and rhymes
 play tuned and untuned instruments musically
 listen with concentration and understanding to a range of high-quality live and recorded music
 experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Skills

Pupils will be taught to:

- Sing a variety of songs showing increasing accuracy of pitch
- Sing songs with a sense of control of dynamics and tempo
- Sing an echo of a melodic phrase
- Sing songs which have increasing length
- Play a repeated pattern (ostinato)
- Explore the rhythmic patterns of words
- Compose rhythm patterns from words
- Compose music in a group
- Recognise different percussion sounds, use their names and how the sound is made
- Identify different qualities of sound (timbre) scratchy, ringing

Listening to Famous Composer

F Ashton

The Clog Dance

(1904 – 1988)
 English

- Strong sense of pulse
- Clear rhythmic patterns
- Repetition
- Compose own patterns using the puppets

