

TLA Music Progression – Year 2

National Curriculum	<ul style="list-style-type: none"> - To use voice creatively and expressively 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. 					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	Hands, Feet, Heart	Christmas Nativity Play	I wanna play in a band	Zootime	Friendship song	Reflect, rewind and replay
Key Song(s)	Hands, Feet, Heart – Joanna Mangona	Christmas Nativity Songs	I wanna play in a band – Joanna Mangona	Zootime – Joanna Mangona	Friendship song – Joanna Mangona & Pete Readman	Consolidation of previous songs from across the year
Focus Composers	Musician of the month					
Style of Key Song(s)	Afropop	Pop	Rock	Reggae	Pop	Classical
Knowledge Progression Listening and Appraising Musicianship Singing Composing / Improvising	<p>To recognise that some songs tell a story.</p> <p>To know how to find the pulse in a wide variety of music.</p> <p>To understand why we need to warm up our voices.</p> <p>To understand that improvisation is done ‘on the spot’.</p>	<p>To understand stories and ideas heard in songs.</p> <p>To independently identify the pulse in a piece of music when performing.</p> <p>To understand why we need to warm up our voices.</p> <p>To understand that improvisation is not written down.</p>	<p>To understand what a call and response pattern is.</p> <p>To understand that rhythms are different to the pulse.</p> <p>To know that singing in unison is when everyone sings at the same time.</p> <p>To understand that composition</p>	<p>To understand what a chorus is.</p> <p>To explore how voice and instruments can add high and low sounds to rhythms.</p> <p>To know that singing in unison is when everyone sings at the same time.</p> <p>To understand that composition</p>	<p>To understand that songs have different musical styles.</p> <p>To learn the names of one or two notes used in instrumental parts.</p> <p>To understand that there are lots of ways voice can be used in music (rap, beatboxing etc)</p>	<p>To begin to name some basic musical styles (rap, reggae, pop).</p> <p>To read notes when the letter is written down.</p> <p>To understand that there are lots of ways voice can be used in music (rap, beatboxing etc)</p> <p>To understand the difference between</p>

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			is like writing a story with music.	is written down.	To understand that everyone can be a composer.	improvising and composing.
Skills progression Listening and Appraising Musicianship Singing Composing / Improvising	To interpret stories told through music with support. To move to the pulse when listening to music. To add their own ideas to a performance when singing. To develop improvising 'on the spot' using one or two notes.	To think of stories told by music when listening. To move to the pulse when performing music. To pay attention to a musical leader when singing. To develop improvising 'on the spot' using one or two notes.	To recognise call and response patterns when listening. To clap rhythms and the pulse, recognising how these differ. To find a comfortable position for singing. To compose a simple melody using one note.	To recognise choruses when listening. To sing and play notes of high and low pitches. To identify feelings when performing and how to overcome this. To compose a simple melody using three notes.	To discuss similarities and differences in musical styles. To learn to play a tuned instrumental part on one or two notes from memory, in time with the pulse. To sing using voice in different ways when performing. To compose a simple melody using five notes.	To recognise some basic musical styles (rap, reggae, pop). To learn to play a tuned written instrumental part on one or two notes, in time with the pulse. To sing using voice in different ways when performing. To compose and improvise simple melodies.
New Vocabulary	Note Afropop	Conductor	Compose Call and response Position Unison Rock	Chorus Verse Reggae	Style Note names Rap Beat boxing Composer Pop	
End point of unit	To perform focus song at KS1 music	Christmas Nativity Play	To perform focus songs and	To perform focus songs and	To perform focus songs and	To perform focus songs as well as

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	showcase		compositions if appropriate at KS1 music showcase	compositions if appropriate at KS1 music showcase	compositions if appropriate at KS1 music showcase	improvisations and compositions if appropriate at KS1 music showcase
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