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| **Goonhavern Primary School- Music** |
| **TOPIC: How does music make the world a better place?** | **YEAR: 2** | **STRAND: Exploring Feelings through Music** |

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| **What should I know already?** | **What will I know by the end of the unit?** |
| I am able to sing songs and make pieces of music using a range of sounds. I can improvise on a glockenspiel or xylophone. I can recognise high and low notes. I can play and sing songs by ear. I can recognise rests and create melodies using music technology. I can explain what the words ‘tempo’ and ‘dynamics’ are.  | I can clap rhythms back including quaver rests and recognise the note values.  |
| I can create graphic scores to record my ideas and compositions.  |
| I can use musical language when describing what I can hear.  |
| I can explain my thoughts, feelings and emotions towards songs.  |
| I can improvise using a glockenspiel to a backing track.  |
| I can perform to my peers with increasing confidence.  |
| **School Values** |
| **Five Ways to Wellbeing** |

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| **Vocabulary**  |
| Dynamics | How loud or quiet a piece of music is. |
| Composition | To make up a piece of music. |
| Quavers | A musical note worth half a beat. |
| Crotchets | A musical note worth one full beat. |
| Minims | A musical note worth two full beats. |
| Melody | A sequence of single notes that makes a musical tune. |
| Tempo | How fast or slow a piece of music is. |
| Notes | A written sign to represent the pitch and duration within music. |
| Beat | A regular, rhythmic (and sometimes strong) sound. |
| Rests | A pause within a piece of music (worth one whole note value).  |
| Graphic Score | An image or picture with symbols to represent notes. |

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| **Image/diagram that helps me to articulate my knowledge/understanding**  | **Investigate!** |
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