

# Mersey Park Primary School Music Long Term Overview – Year 2



Target Tracker Assessment Focus	Weaving Knowledge, Skills and Understanding
<b>Performing</b>	
<ul style="list-style-type: none"> <li>• Improvise a simple rhythm using different instruments including the voice</li> <li>• Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence</li> <li>• Sing a song in two parts</li> <li>• Use tuned and untuned classroom percussion to play accompaniments and tunes</li> <li>• Perform as an ensemble using a variety of instruments and play different parts where appropriate</li> <li>• Play instruments using the correct techniques with respect</li> <li>• Start to understand basic musical notation</li> <li>• Practise, rehearse and present performances to audiences with a growing awareness of the people watching</li> </ul>	<ul style="list-style-type: none"> <li>• Do they sing and follow the melody (tune)?</li> <li>• Do they sing accurately at a given pitch?</li> <li>• Can they perform simple patterns and accompaniments keeping a steady pulse?</li> <li>• Can they perform with others?</li> <li>• Can they play simple rhythmic patterns on an instrument?</li> <li>• Can they sing/clap a pulse increasing or decreasing in tempo?</li> </ul> <p><u>Challenge</u></p> <ul style="list-style-type: none"> <li>• Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?</li> </ul>
<b>Composing ( including notation)</b>	
<ul style="list-style-type: none"> <li>• Start to choose, organise and combine musical patterns</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> <li>• Start to understand basic musical notation</li> <li>• Use tuned and untuned classroom percussion to compose and improvise</li> </ul>	<ul style="list-style-type: none"> <li>• Can they order sounds to create a beginning, middle and end?</li> <li>• Can they create music in response to different starting points?</li> <li>• Can they choose sounds which create an effect?</li> <li>• Can they use symbols to represent sounds?</li> <li>• Can they make connections between notations and musical sounds?</li> </ul> <p><u>Challenge</u></p> <ul style="list-style-type: none"> <li>• Can they use simple structures in a piece of music?</li> <li>• Do they know that phrases are where we breathe in a song?</li> </ul>
<b>Appraising</b>	
<ul style="list-style-type: none"> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Build an understanding of the pulse and internalise it when listening to a piece of music</li> <li>• Begin to recognise and explore different musical styles</li> <li>• Begin to develop an understanding of the history and context of music music from different points in history</li> <li>• Understand that timbre describes the character or quality of a sound</li> <li>• Understand that texture describes the layers within the music</li> </ul>	<ul style="list-style-type: none"> <li>• Can they improve their own work?</li> <li>• Can they listen out for particular things when listening to music?</li> </ul> <p><u>Challenge</u></p> <ul style="list-style-type: none"> <li>• Do they recognise sounds that move by steps and by leaps?</li> </ul>

- Understand that structure describes how different sections of music are ordered
- Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions
- Develop an understanding of melody, the words and their importance in the music being listened to