



Year 2, Term 1a - "Sounds Interesting"

	Music 2000	Programme of Study for Year 2	
	Key Stage 1	A & C Black 'Music Express'	"Sounds Interesting"
	Pupils should be taught how to:	Objectives	Activities
	Controlling sounds through singing and playing - performing skills		Page/Activity
1a	use their voices expressively by singing songs and speaking chants and rhymes	To learn the song 'Here comes the postie';	52/3;
1b	play tuned and untuned instruments	Play in time to the beat while singing a song; Perform a rhythm using untuned percussion;	56/1; 56/2;
1c	rehearse and perform with others	Rehearse and perform a song and various arrangements. Perform a sequence of music from a score;	56/3; 59/3;
	Creating and developing musical ideas - composing skills		Page/Activity
2a	create musical patterns	Create appropriate patterns of sounds from a visual stimulus; create simple accompanying patterns using untuned percussion;	52/1; 54/3; 56/3; 59/1;
2b	explore, choose and organise sounds and musical ideas	Invent appropriate sounds based on a visual stimuli; create compositions based on sounds and atmospheres explored in the song;	58/2; 58/3;
	Responding and reviewing - appraising skills		Page/Activity
3a	explore and express their ideas and feelings about music using movement, dance and expressive musical language	Listen to a sequence of sounds and interpret with appropriate movements; Add appropriate movements to a song/ piece of music;	52/2; 57/1; 59/2;
3b	make improvements to their own work	Perform a sequence of music from a score;	59/3;
3c	Not applicable to KS1		
	Listening and applying knowledge and understanding		Page/Activity
4a	to listen with concentration and to internalise and recall sounds with increasing aural memory	Listen to a sequence of sounds and match to appropriate visual images; explore sounds from the environment;	52/1; 58/1;
4b	how the combined musical elements of	To explore timbre by identifying	54/1; 57/3;



Thames View Infants **Music Scheme of Work**

	pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures	different sound sources; Explore a variety of timbre through the use of 'found sounds';	
4c	how sounds can be made in different ways and described using given and invented signs and symbols	To match sounds to visual images; To match sounds to various activities drawn from a song; Perform a sequence of music from a score;	52/1; 54/2; 57/2; 59/3;
4d	how music is used for particular purposes		