

Progression of I will knows: Music

Year 2	Listening	Composing	Performing	Key knowledge from the unit - end points
<p>African Call and Response song</p>	<p><i>I will know, recognise timbre changes in music I listen to</i></p> <p><i>I will know and recognise structural features in music I listen to</i></p> <p><i>I will know and listen to and recognise instrumentation</i></p> <p><i>I will know how to use musical vocabulary to describe music</i></p> <p><i>I will know, listen to and repeat a short, simple melody by ear</i></p> <p><i>I will know how to suggest improvements to my own and others' work</i></p>	<p><i>I will know how to select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character</i></p> <p><i>I will know how to choose appropriate dynamics, tempo and timbre for a piece of music</i></p> <p><i>I will know how to use letter name and graphic notation to represent the details of my composition</i></p> <p><i>I will know how to begin to suggest improvements to my own work</i></p>	<p><i>I will know how to use my voice expressively when singing, including the use of basic dynamics (loud and quiet)</i></p> <p><i>I will know how to sing short songs from memory, with melodic and rhythmic accuracy</i></p> <p><i>I will know how to copy longer rhythmic patterns on untuned percussion instruments keeping a steady pace.</i></p> <p><i>I will know how to perform expressively using dynamics and timbre to later sounds as appropriate.</i></p>	<p><i>I will know that dynamics can change the effect a sound has on the audience</i></p> <p><i>I will know that the long and short sounds of a spoken phrase can be represented by a rhythm</i></p> <p><i>I will know how to understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song</i></p> <p><i>I will know how to understand that the tempo of a musical phrase can be changed to achieve a different effect</i></p> <p><i>I will know how to understand that an instrument can be matched to an animal noise based on its timbre</i></p>

<p>Orchestral Instruments</p>	<p><i>I will know, recognise timbre changes in music I listen to</i></p> <p><i>I will know and recognise structural features in music I listen to</i></p> <p><i>I will know and listen to and recognise instrumentation</i></p> <p><i>I will know how to use musical vocabulary to describe music</i></p> <p><i>I will know how to suggest improvements to my own and others' work</i></p>	<p><i>I will know how to select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character</i></p> <p><i>I will know how to choose appropriate dynamics, tempo and timbre for a piece of music</i></p> <p><i>I will know how to begin to suggest improvements to my own work</i></p>	<p><i>I will know how to perform expressively using dynamics and timbre to later sounds as appropriate.</i></p>	<p><i>I will know that musical instruments can be used to create 'real life' sound effects</i></p> <p><i>I will know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece</i></p> <p><i>I will know that stringed instruments., like violins., make a sound when their strings vibrate</i></p> <p><i>I will know that a brass instrument is played by vibrating your lips against the mouthpiece</i></p> <p><i>I will know that some tuned instruments have a lower range of pitches and some have a higher range of pitches</i></p>
<p>Musical Me</p>	<p><i>I will know, recognise timbre changes in music I listen to</i></p> <p><i>I will know and recognise structural features in music I listen to</i></p> <p><i>I will know how to use musical vocabulary to describe music</i></p> <p><i>I will know how to identify melodies that move in steps</i></p> <p><i>I will know, listen to and repeat a short, simple melody by ear</i></p> <p><i>I will know how to suggest improvements to my own and others' work</i></p>	<p><i>I will know how to select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character</i></p> <p><i>I will know how to successfully combine and layer several instrumental and vocal patterns within a given structure.</i></p> <p><i>I will know how to create simple melodies from five or more notes.</i></p> <p><i>I will know how to choose appropriate dynamics, tempo and timbre for a piece of music</i></p>	<p><i>I will know how to use my voice expressively when singing, including the use of basic dynamics (loud and quiet)</i></p> <p><i>I will know how to sing short songs from memory, with melodic and rhythmic accuracy</i></p> <p><i>I will know how to copy longer rhythmic patterns on untuned percussion instruments keeping a steady pace.</i></p> <p><i>I will know how to perform expressively using dynamics and timbre to later sounds as appropriate.</i></p>	<p><i>I will know that melody means a tune</i></p> <p><i>I will know that 'notation' means writing music down so that someone else can play it</i></p> <p><i>I will know that 'accompaniment' can mean playing instruments along with a song</i></p> <p><i>I will know that a melody is made up from high and low pitched notes played one after the other, making a tune</i></p>

		<p><i>I will know how to use letter name and graphic notation to represent the details of my composition</i></p> <p><i>I will know how to begin to suggest improvements to my own work</i></p>	<p><i>I will know how to sing back short melodic patterns by ear and play short melodic patterns from letter notation.</i></p>	
<p>Dynamics, Timbre, Tempo and Motifs</p>	<p><i>I will know, recognise timbre changes in music I listen to</i></p> <p><i>I will know and recognise structural features in music I listen to</i></p> <p><i>I will know and listen to and recognise instrumentation</i></p> <p><i>I will know how to use musical vocabulary to describe music</i></p> <p><i>I will know how to suggest improvements to my own and others' work</i></p>	<p><i>I will know how to select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character</i></p> <p><i>I will know how to successfully combine and layer several instrumental and vocal patterns within a given structure.</i></p> <p><i>I will know how to create simple melodies from five or more notes.</i></p> <p><i>I will know how to choose appropriate dynamics, tempo and timbre for a piece of music</i></p> <p><i>I will know how to use letter name and graphic notation to represent the details of my composition</i></p> <p><i>I will know how to begin to suggest improvements to my own work</i></p>	<p><i>I will know how to use my voice expressively when singing, including the use of basic dynamics (loud and quiet)</i></p> <p><i>I will know how to perform expressively using dynamics and timbre to later sounds as appropriate.</i></p>	<p><i>I will know that a 'soundscape' is a landscape created using only sounds</i></p> <p><i>I will know that a composer is someone who creates music and writes it down</i></p> <p><i>I will know that a motif is a 'sound idea' that can be repeated throughout a piece of music</i></p>

<p>On this Island: British songs and sounds</p>	<p><i>I will know and recognise structural features in music I listen to</i></p> <p><i>I will know and listen to and recognise instrumentation</i></p>	<p><i>I will know how to select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character</i></p> <p><i>I will know how to successfully combine and layer several instrumental and vocal patterns within a given structure.</i></p> <p><i>I will know how to choose appropriate dynamics, tempo and timbre for a piece of music</i></p>	<p><i>I will know how to use my voice expressively when singing, including the use of basic dynamics (loud and quiet)</i></p> <p><i>I will know how to sing short songs from memory, with melodic and rhythmic accuracy</i></p> <p><i>I will know how to perform expressively using dynamics and timbre to later sounds as appropriate.</i></p>	<p><i>I will know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down</i></p> <p><i>I will know that 'duration' means how long a note, phrase or whole piece of music lasts</i></p> <p><i>I will know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music</i></p>
<p>Myths and Legends</p>	<p><i>I will know, recognise timbre changes in music I listen to</i></p> <p><i>I will know and recognise structural features in music I listen to</i></p> <p><i>I will know and listen to and recognise instrumentation</i></p> <p><i>I will know how to use musical vocabulary to describe music</i></p> <p><i>I will know how to suggest improvements to my own and others' work</i></p>	<p><i>I will know how to select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character</i></p> <p><i>I will know how to successfully combine and layer several instrumental and vocal patterns within a given structure.</i></p> <p><i>I will know how to choose appropriate dynamics, tempo and timbre for a piece of music</i></p> <p><i>I will know how to use letter name and graphic notation to represent the details of my composition</i></p>	<p><i>I will know how to copy longer rhythmic patterns on untuned percussion instruments keeping a steady pace.</i></p> <p><i>I will know how to perform expressively using dynamics and timbre to later sounds as appropriate.</i></p>	<p><i>I will know that a graphic score can show a picture of the structure of music</i></p> <p><i>I will know that a graphic score can show a picture of the layers, or 'texture' of a piece of music</i></p> <p><i>I will know that 'Tintagel' is an example of a 'symphonic poem' written by Arhur Bax in 1917</i></p>