

## Music

## Pulse and Control

## Year 2

## Autumn 1

### Key Vocabulary

|                           |   |
|---------------------------|---|
| duration                  | How long or short a sound is  |
| dynamics                  | How loud or quiet a sound is  |
| pulse                     | The heart beat of music which every singer or player uses to make music |
| Scraped, shaken or tapped | The different ways non-percussion instruments can make a sound          |
| tempo                     | How fast or slow music is played  |
| Thinking voice            | When you think a rhythm or phrase in your head and no sound is made     |

### Percussion Instruments

|              |   |
|--------------|---|
| Agogo Bells  |  |
| Claves       |  |
| Maraca       |  |
| Tambour      |  |
| Triangle     |  |
| Wooden agogo |  |
| Wood block   |  |

### Songs

- Chest, chest, knee toe
- Early in the morning
- Tick, Tock,
- This little train
- Touch your shoulders
- Alphabet Athletics

### Statutory Requirement

#### Key stage 1

Pupils should be taught to: use their voices expressively and creatively 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.

#### Key Skills

Pupils will be taught to:

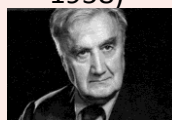
- Sing a variety of songs showing increasing accuracy of pitch
- Sing songs with a sense of control of dynamics and tempo
- Sing an echo of a melodic phrase
- Sing songs which have increasing length
- Understand the ways in which sounds are made
- Play long and short sounds (duration)
- Play loud and quiet sounds (dynamics)
- Play instruments with control of: pulse, tempo and dynamics
- Recognise and comment on changes in tempo, and dynamics when listening to music

### Listening to Famous Composer

R Vaughan-Williams

March Past of the Kitchen utensils

(1872 – 1958)



- Strong sense of pulse
- Change of dynamics
- Listen for, and join in, on the pulse with body percussion
- Join in, on the pulse with scraped, shaken and tapped, in clearly identified groups
- Compose own march