

YEAR 2 MMC Expected Standards - Statutory and non-statutory guidance

By the end of Year 2 most pupils should be able to:

Singing, Playing and Performing	Listening and Musicianship	Improvising and Composing
<p>Using their voices:</p> <ul style="list-style-type: none"> • Sing a variety of songs with more accuracy of pitch • Sing words clearly and breathing at the end of phrases • Convey the mood or meaning of the song • Sing with a sense of control of dynamics - volume and tempo - speed • Echo sing a short, melodic phrases • Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices • Follow a leader (teacher) starting and stopping together <p>Using classroom Instruments:</p> <ul style="list-style-type: none"> • Play with control: maintaining steady beat - pulse, getting faster or slower, getting louder or quieter - crescendo or decrescendo • Perform a sequence of sounds using a graphic score • Play and invent copycat rhythms • Recognise and respond to simple staff rhythms • Perform a repeated two note, melodic ostinato to accompany a song • Perform a rhythm accompaniment to a song • Work and perform in smaller groups • Follow a direction, starting and stopping together • Demonstrate some confidence in performing as a group and as an individual 	<p>Listening and appraising:</p> <ul style="list-style-type: none"> • Listen to music from a range of styles, eras and traditions • Listen with increased concentration • Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds • Recognise how sounds are made - tapping, rattling, scraping, blowing etc • Identify different qualities of sound (timbre) such as smooth, scratchy, clicking, ringing • Recognise and respond to changes of speed - tempo, volume - dynamics and pitch • Respond to the beat, stressing the first beat of different groupings. • Recognise and respond to the mood of a piece of music in discussion and movement. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly) <p>Musicianship, show an understanding of:</p> <ul style="list-style-type: none"> • Pulse/beat, rhythm and pitch • Dynamics - louder, softer, crescendo, decrescendo • Tempo - faster, slower and pause • Rhythm - pattern, duration • Pitch - higher or lower • Ostinato - repeating musical rhythm or note pattern <p>Notation: Crotchets, quavers and crotchet rests ♪♪♪ }</p>	<p>Improvise:</p> <ul style="list-style-type: none"> • Ways in which sounds are made (<i>tapped, blown, scraped, shaken</i>), and can be changed • Long and short sounds (duration) • Using rhythm patterns of words and sentences • With changes in pitch • Sequences of sound (structure) • Sounds in response to visual and aural stimulus • Exploring how sounds can be manipulated to convey different effects and moods <p>Compose:</p> <ul style="list-style-type: none"> • Short melodic phrases • Short repeated rhythmic patterns - ostinati • Rhythm patterns from words • A piece of music that has a beginning, middle and end (structure) • Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups • Music that conveys different moods