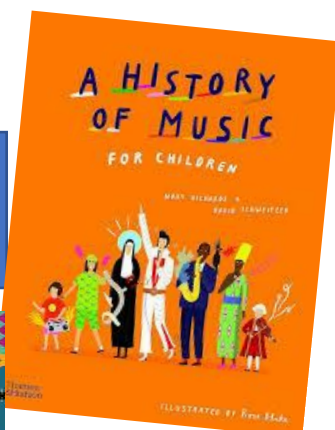
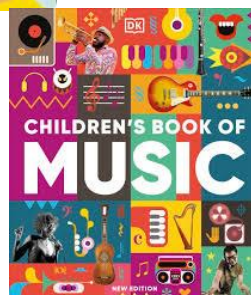


Books to help
me learn
even more.



End points

- Use their voice to create a variety of sounds.
- Use dynamics to create atmosphere.
- Correctly identify some instruments and changes in dynamics in a piece.
- Explain how the same instrument can have many different sounds.
- Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre.
- Successfully create and play a motif.
- Notate and write down their motif in some form.

Y2 – Dynamics, timbre, tempo and motifs

Space



Key facts

Key Vocabulary

compose To create or write an original (new) piece of music.



composer A person who creates and writes an original piece of music.

composition An original piece of music that has been created.

dynamics The volume of the music (loud or quiet).

motif A short melody that is repeated over and over again.

soundscape A piece of music that describes a landscape.

timbre The quality of sound e.g. smooth, scratchy, twinkly.

tempo The speed of the music (fast and slow).

Musical style: Orchestral

Orchestral music is music that is played by an orchestra. It is usually classical or film music, but orchestras do play other types of music too.



orchestra A group of instruments that play together.



percussion woodwind keyboards brass strings conductor

strings

Instruments that are played by plucking or bowing strings.

woodwind

Instruments that make sound by blowing air through a reed or small mouthpiece.

brass

Instruments that are made of metal and the sound is made by blowing air through a cup-shaped mouthpiece.

percussion

Instruments that are played by striking, beating or shaking the instrument.

Disciplinary knowledge		Prompts to deepen thinking
Singing	Sing songs regularly with a with increasing vocal control. Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately. High and low voices. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow). Respond to leaders' directions and visual symbols. Sing songs expressively.	
Listening and appraisal	Discuss the music I listen to by using the words: pulse, pitch, rhythm and dynamics. Sometimes recognise where in the world music comes from. Sometimes identify the style of music. Discuss what musical instruments I can hear in a piece of music.	
Composing	Enjoy creating and exploring sounds that my instrument makes. Make up simple improvisations on my own. Make up a rhythm with my group and then add notes to it. Feel confident using up to 3 notes when improvising. Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.	
Musicianship, performing, pulse, beat, rhythm and pitch	Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo (speed). Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?). Read, respond and create to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. Understand that thinking about pulse, pitch, rhythm, and dynamics can improve my performance Discuss what went well in my own and my friend's performance and can suggest improvements for next time.	