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|  | ***Music Year Two – Acting as a Musician. Singing, playing and Performing.*** |
| **Key vocabulary** | **Explanation/ definition** | **Key skills and knowledge** |
| Pitch | How high or low a sound is. | * Sing songs with a wider pitch range (C-C) showing a sense of melodic shape.
* Sing lah-soh-me songs with accurate pitch matching.
* Explore using the voice expressively and creatively.
* Copy a simple rhythm on a percussion instrument.
* Beat the pulse of a piece of music, using body and using a percussion instrument.
* Begin to identify the difference between pulse and rhythm.
* Internalise a steady pulse e.g. use the ‘thinking voice’ to ‘sing’ short extracts in own head.
* Create crescendo (getting louder) and diminuendo (getting quieter) vocally and instrumentally.
* Create accelerando (getting faster) and rallentando (getting slower) vocally and instrumentally.
* Experience singing songs with different structures e.g. verse/ chorus.
* Add simple accompaniments to songs using tuned and untuned percussion instruments e.g. drones or keeping pulse on a drum.

https://2.bp.blogspot.com/-V4hAm1vCTnw/W5guLiflxkI/AAAAAAAA7SI/shHwiR3a8J0i8uTnNHtw_wFHpPUFGKKAgCLcBGAs/s1600/kisspng-child-musical-instrument-illustration-a-child-who-plays-musical-instruments-5a9e348da25c61.4478361915203175816651.pngSee the source image |
| Pulse | The underlying steady beat of music. (This is what we may tap our foot or clap along with.) |
| Rhythm | Combinations of long and short sounds that convey movement. |
| Melody | Another name for a tune. |
| Dynamics | How loud or quiet the music is. |
| Tempo | An Italian word used to describe how fast/slow the music goes. |
| perform | Sing and play instruments. |
| performance | an act of performing a song or piece of music |
| audience | the [group](https://dictionary.cambridge.org/dictionary/english/group) of [people](https://dictionary.cambridge.org/dictionary/english/people) together in one [place](https://dictionary.cambridge.org/dictionary/english/place) to listen to a song or a piece of music  |

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|  | ***Music Year Two – Thinking as a Musician - Transcribing*** |
| **Key vocabulary** | **Explanation/ definition** | **Key skills and knowledge** |
| Pitch | How high or low a sound is. |  • Use a simple graphic score for performing or as a stimulus for composition.• Begin to recognise the link between shape and pitch in graphic notations.• Experience using Music Technology to capture, change and combine sounds.

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 Drum Triangle  |
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| Rhythm | Combinations of long and short sounds that convey movement. |
| Melody | Another name for a tune. |
| Dynamics | How loud or quiet the music is. |
| Tempo | An Italian word used to describe how fast/slow the music goes. |
| perform | Sing and play instruments. |
| performance | an act of performing a song or piece of music |
| audience | the group of people together in one place to listen to a song or a piece of music  |
| notation | the link between sound and symbol. |
| graphic score | a way in which we can write music without having to write musical notes. You can use shapes and symbols in your graphic score to represent an instrument. |
| compose | To create and develop musical ideas and ‘fixing’ them. |
| improvise | To make up a tune and play it on the spot. There is an assumption that it can never be recreated.  |

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|  | ***Music Year Two – Acting as a Musician. Exploring and Composing.*** |
| **Key vocabulary** | **Explanation/ definition** | **Key skills and knowledge** |
| Pitch | How high or low a sound is. |  * Create music as a response to a stimulus e.g. a rocket launching, a rainstorm, a rockpool etc. choosing and using appropriate instruments to create an idea.
* Experiment with, create, select, combine and sequence sounds using the inter-related dimensions.
* Clap a simple rhythmic pattern for others to copy.

See the source imageSee the source image |
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|  | ***Music Year Two – Thinking as a Musician. Describing.*** |
| **Key vocabulary** | **Explanation/ definition** | **Key skills and knowledge** |
| Pitch | How high or low a sound is. | * Identify patterns of one and two sounds per beat and use rhythm names (walk/jogging or ta/te-te)
* Know that pitch means ‘high’ and ‘low’ and identify high and low sounds when listening to a piece of music.
* Recognises changes in dynamics, tempo and timbre and explain in simple ways how these changes affect the music.
* Listen with concentration to a range of recorded and live music and express an opinion about the music.
* See the source imageSee the source imageGroup instruments in different ways e.g. according to how they are played.

See the source imagehttp://cdm.link/files/2013/02/rd-64_angle.jpg  Keyboard drums bass guitar electric guitar https://i.stack.imgur.com/CerAX.jpgSee the source imageSee the source image Saxophone trumpet glockenspeil  |
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| compose | To create and develop musical ideas and ‘fixing’ them. |
| improvise | To make up a tune and play it on the spot. There is an assumption that it can never be recreated.  |
| Pitch | How high or low a sound is. |
|  Pulse | The underlying steady beat of music. (This is what we may tap our foot or clap along with.) |
| Rap  | a type of popular music with a strong rhythm in which the words are spoken, not sung |
| Reggae | Developed in the 1970s and originated from Jamaica, Reggae defined by Bob Marley. It has a prominent bass beat and a strong off-beat usually played on the guitar . |