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|-------------------------------------|----------------|-----------------------|
| <b>Area: Composing and Notation</b> | <b>Year: 2</b> | <b>Subject: Music</b> |
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**What should I already know?**

- what is meant by long and short sounds
- dynamic refers to the volume of the music
- pitch refers to how high or low the notes are
- how to record music using symbols, pictures or signs

**How will I use this learning in the future?**

In Year 3 I will be improvising and composing short music patterns by combining sounds focussing on the timbre as well as the tempo, dynamics and pitch. I will be *carefully* selecting sounds to create an effect. I will be notating my musical ideas on a graphic score.

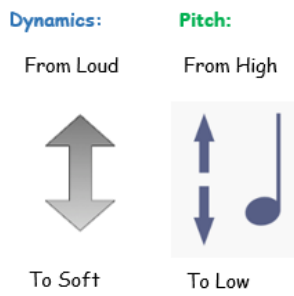
**What vocabulary should I learn?**

|                         |   |
|-------------------------|---|
| <b>chorus</b>           | a part of a song which is repeated after each verse           |
| <b>graphic notation</b> | the representation of music through the use of visual symbols |
| <b>note</b>             | a symbol representing a sound                                 |
| <b>structure</b>        | how the piece of music is built using verses and the chorus   |
| <b>verse</b>            | set of lyrics (words) that tell the main story of the song    |

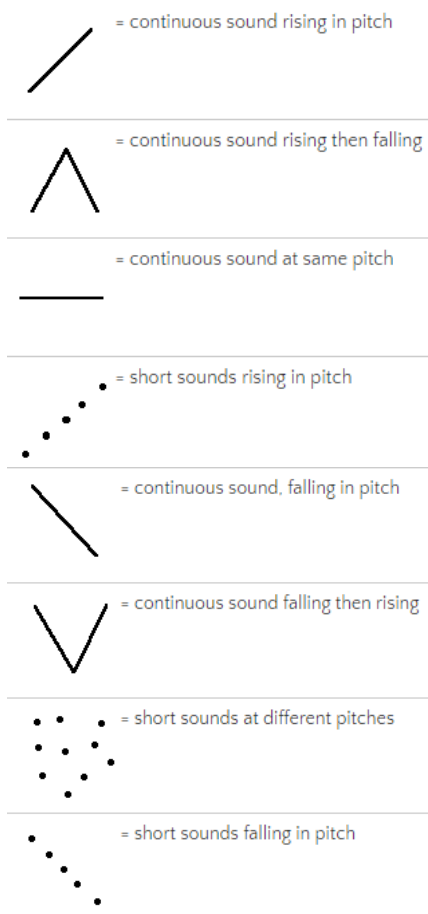
**What should I be able to do by the end?**

**I can experiment with different instruments and different sounds, focusing on tempo, dynamics and pitch.**

**Tempo:** how fast or slow.



**I can notate musical ideas graphically.**



**I can make the sounds of the graphic notations using my voice and instruments.**

**I can make up my own composition using graphic notations.**

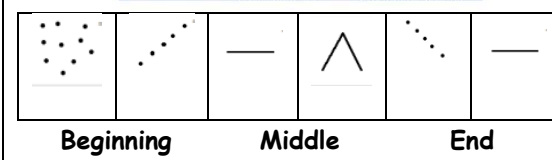
**I can create a sequence with a beginning, middle and end and explain my choices.**

→ Using a story as a hook, I can think of the mood of characters at different parts of the story.

**For example:**

**Example Sequence of Events Chart**  
*The Boy Who Cried Wolf*

| Beginning  | Middle   | End   |
|--|--|---|
| -A wolf was eating the sheep of a town.                  | -The townspeople came to help and found out the boy was lying. | -A wolf really did approach the boy.  |
| -The boy was bored of watching the sheep.                | -The boy did this a couple more times.                         | -The boy cried for help, but no one came because they thought he was lying again. |
| -He decided to pretend the wolf was attacking the sheep. | -The townspeople were upset.                                   | -The wolf attacked the boy and the sheep.   |



**What vocabulary will I already know?**

|                 |  |
|-----------------|--|
| <b>beat</b>     | is a steady beat like a ticking clock or your heartbeat  |
| <b>compose</b>  | to create your own piece of music                        |
| <b>dynamics</b> | the volume (loud or quiet)                               |
| <b>pitch</b>    | how high or low the notes are                            |
| <b>pulse</b>    | is a steady beat like a ticking clock or your heartbeat  |
| <b>rhythm</b>   | the pattern of long and short sounds throughout the song |
| <b>tempo</b>    | the speed (fast, slow)                                   |
| <b>timbres</b>  | the tone or unique quality of a sound e.g. rough, smooth |

**What I should know by the end:**

I know that the tempo means whether it is fast or slow.

I know that pieces of music are sequences with a beginning, middle and end.

I know that musical notes can be represented graphically using symbols.

I know what each graphic notation (symbol) means.