

# YEAR TWO OVERVIEW - MUSIC

## MUSICAL OBJECTIVES FOR THE YEAR

<b>Rhythm and Metre</b>	<ul style="list-style-type: none"> <li>• Rhythmic patterns using <math>\pm</math>, <math>\sqrt{\pm}</math> and Z</li> <li>• 2 and 4 metre in simple and compound time</li> <li>• Rhythmic ostinati – 2 beats, then 4 beats</li> <li>• Accents and barlines</li> </ul>
<b>Pitch and melody</b>	<ul style="list-style-type: none"> <li>• Inner hearing – specific words in an action song or a phrase as directed by object eg puppet.</li> <li>• Shaping melodic contour of simple songs</li> <li>• Melody using soh and mi and lah</li> <li>• Soh and mi and soh, lah, soh, mi on staff</li> <li>• Steps and Skips, then Leaps</li> </ul>
<b>Part Work</b>	<ul style="list-style-type: none"> <li>• 2 beat rhythmic and melodic ostinati</li> <li>• Rhythmic canon in 2 parts</li> <li>• Melodic canons in 2 parts</li> <li>• 4 beat rhythmic ostinati</li> </ul>
<b>Form and Structure</b>	<ul style="list-style-type: none"> <li>• Canon form introduction</li> <li>• Question and Answer phrase</li> <li>• Same and different phrase structures</li> </ul>
<b>Tone Colour</b>	<ul style="list-style-type: none"> <li>• Untuned percussion instruments (visually and aurally recognise as well as play) - maracas; claves; tambour; bells; tambourine</li> <li>• Tuned Percussion – metallophone/xylophone/chime bars</li> <li>• The String family</li> </ul>
<b>Expressive Elements</b>	<ul style="list-style-type: none"> <li>• Responding and performing comparatives – fast/slow; loud/soft; high/low to a variety of known songs</li> <li>• Smooth and detached</li> </ul>

