

■ Performing

■ Composing

■ Appraising

■ Listening

Follow the melody using their voice or instrument.

Perform in an ensemble with instructions from the leader (hand signals to indicate pitch and duration of notes).

Sing/clap a pulse with an increasing/decreasing tempo.

Perform musical patterns keeping a steady pulse.

Order sounds to create a beginning, middle and end.

Represent sounds to achieve an effect. (Including use of technology).

Be selective in the control used on an instrument in order to create an intended effect.

Understand the importance of a warm up..

Sing songs as an ensemble following the melody well.

Play simple rhythmic patterns on an instrument.

Control when playing instruments.

Compose short melodic patterns using two or three notes.

Create short, rhythmic pattern sequences of long and short sounds.

Create symbols to represent sounds.

Identify particular features when listening to music.

Identify the pulse in a piece of music and tap along.

Recognise changes in timbre, dynamics and pitch.

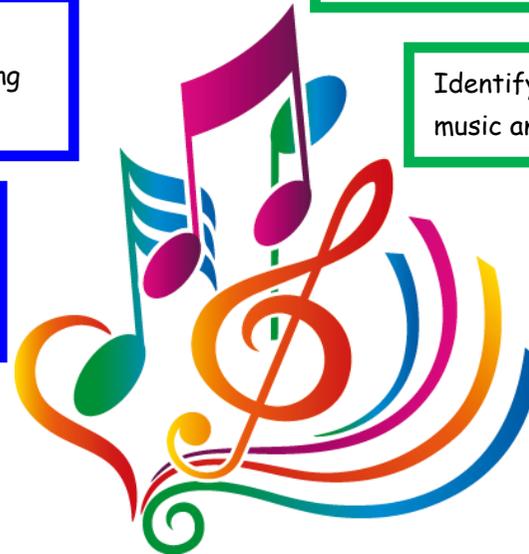
Recognise and name different instruments by sight.

Evaluate and improve their own work and give reasons.

Listen to simple inter-related dimensions of music.

Verbally recall what they have heard with simple vocabulary - loud, soft, high and low.

Begin to say what they like or dislike.



## The Year 2 Musician

'How well can I...'