

# Music Learning Ladders



Year 2	Knowledge	Skills
Listening and appraising	<ul style="list-style-type: none"> <li>Know five songs off by heart</li> <li>Know some songs have a chorus or a response/answer part</li> <li>Know that songs have a musical style</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy moving to music by dancing, marching, being animals or pop stars</li> <li>Understand how songs can tell a story or describe an idea</li> </ul>
Musical skills- pulse/ rhythm/ pitch	<ul style="list-style-type: none"> <li>Know that music has a steady <b>pulse</b>, like a heartbeat</li> <li>Know that we can create <b>rhythms</b> from words, our names, favourite food, colours and animals</li> <li><b>Rhythms</b> are different from the steady pulse</li> <li>We add high and low sounds, <b>pitch</b>, when we sing and play our instruments</li> </ul>	<ul style="list-style-type: none"> <li>Find the <b>pulse</b>- Choose an animal and find the <b>pulse</b></li> <li><b>Rhythm</b> copy back- Listen to the <b>rhythm</b> and clap back. Copy back short <b>rhythmic</b> phrases based on words, with one and two syllables whilst marching the steady beat.</li> <li><b>Rhythm</b> copy back- Create <b>rhythms</b> for others to copy.</li> <li><b>Pitch</b> copy back - Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat</li> </ul>
Singing	<ul style="list-style-type: none"> <li>Confidently know and sing five songs from memory</li> <li>Know that unison is everyone singing at the same time</li> <li>Understand that songs include other ways of using the voice e.g. rapping (spoken word)</li> <li>Understand why we need to warm up our voices</li> </ul>	<ul style="list-style-type: none"> <li>Learn about voices singing notes of different <b>itches</b> (high and low)</li> <li>Learn that different types of sounds with voices - rap (spoken word with rhythm)</li> <li>Learn to find a comfortable singing position</li> <li>Know to start and stop singing when following a leader</li> </ul>
Playing	<ul style="list-style-type: none"> <li>Learn the names of the notes in their instrumental part from memory or when written down</li> <li>Know the names of untuned percussion instruments played in class</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Treat instruments carefully and with respect</li> <li>Learn to play a tuned instrumental part that matches the musical challenge, using one of the differentiated parts (a one-note, simple or medium part)</li> <li>Play the part in time with the steady pulse</li> <li>Listen to and follow musical instructions from a leader</li> </ul>
Improvising	<ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>Everyone can improvise, and you can use one or two notes</li> </ul>	<ul style="list-style-type: none"> <li>Clap and improvise - Listen and clap back, then listen and clap own answer (rhythms of words)</li> <li>Sing, play and improvise - Use voices and instruments, listen and sing back, then listen and play own answer using one or two notes</li> <li>Improvise - Take it in turns to improvise using one or two notes</li> </ul>
Composing	<ul style="list-style-type: none"> <li>Composing is like writing a story with music</li> <li>Everyone can compose</li> </ul>	<ul style="list-style-type: none"> <li>Help create three simple melodies with the Units using one, three or five different notes</li> <li>Learn how the notes of the composition can be written down and changed if necessary</li> </ul>
Performing	<ul style="list-style-type: none"> <li>Know that a performance is sharing music with an audience</li> <li>Know that a performance can be a special occasion and involve a class, a year group or a whole school</li> <li>Understand that an audience can include your parents and friends</li> </ul>	<ul style="list-style-type: none"> <li>Choose a song learnt from the Scheme and perform it</li> <li>Add own ideas to the performance</li> <li>Record the performance and say how they feel about it</li> </ul>