



West Meadows Primary School Foundation Subject Organiser

Area: Composing and Notation	Year: 2	Subject: Music
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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?

chorus	a part of a song which is repeated after each verse
graphic notation	the representation of music through the use of visual symbols
note	a symbol representing a sound
structure	how the piece of music is built using verses and the chorus
verse	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.

Dynamics: From Loud (upward arrow) To Soft (downward arrow)

Pitch: From High (upward arrow) To Low (downward arrow)

I can notate musical ideas graphically.

- = continuous sound rising in pitch
- = continuous sound rising then falling
- = continuous sound at same pitch
- = short sounds rising in pitch
- = continuous sound, falling in pitch
- = continuous sound falling then rising
- = short sounds at different pitches
- = short sounds falling in pitch

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:

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?

beat	is a steady beat like a ticking clock or your heartbeat
compose	to create your own piece of music
dynamics	the volume (loud or quiet)
pitch	how high or low the notes are
pulse	is a steady beat like a ticking clock or your heartbeat
rhythm	the pattern of long and short sounds throughout the song
tempo	the speed (fast, slow)
timbres	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.