
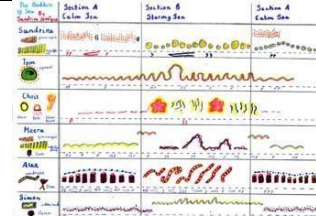



Y2 Spring 2 – Music – Graphic Scores

Subject Specific Vocabulary		Relevant Pictures and Information		Exciting Websites	
notation	Writing own music			https://www.youtube.com/watch?v=hIWL5Az4pow	
rhythm	Regular repetition or grouping of beats.			Pioneers and Role Models	
compose	Write or create (a work of art, especially music or poetry)			John Cage – Graphic Score Composer 	
recreate	Reproduce; re-enact	What I've learnt already		Key Knowledge	
order sounds	An instruction or direction in music	Year 1 - How to: <ul style="list-style-type: none">To recognise, read and play basic music notation: time signature, crotchets and quavers.To recognise, read and play basic music notationTo be able to identify rhythm that is heard from one of 3 written rhythms displayed, using minim, down to semiquaver, and crotchet rests.		<ul style="list-style-type: none">To memorise and play several different short phrases of both rhythmic and melodic material.To recreate timbre concepts used in the story on percussion instruments.To gain an understanding of how different sounds create and relate to varying moods, effects and soundscapes.To make decisions about which instrument best suits any moment from the story and play them.To recognise different instruments as having different timbre qualities, which can relate to mood.To devise a means to write a score, and then rehearse and play it, on more than one instrument.	
		Skills I am developing <ul style="list-style-type: none">To create different effects and moods using varied vocal techniques.To hold and play a variety of different instruments in the one performance.To keep a pulse/beat and melody with often only a short cue, from only 4 beats to a simple upbeat.To have the co-ordination to play more than one instrument with rhythms that extend from minims to semiquavers, and crotchet rests, as well as some extended techniques.To deliver several melodies and sound effects at varying designated dynamic levels as part of a class ensemble.To be able to remember various melodies and sound effects at varying designated dynamic levels.To listen and understand the difference between sounds in relation to timbre.			
graphic score	The representation of music through the use of visual symbols				
dynamics	The variation of loudness between notes or phrases				
symbol	Marks and symbols in musical notation that indicate various aspects of how a piece of music is to be performed				



notation



rhythm



compose



create



play



play



Year 2 Graphic scores



conductor



stop



notes



symbol



volume



quiet



loud



rhythm