

Unit Progression : Year 2

Unit 1: Questions and Answers (featuring Hello plus Hey Friends)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Understand what timbre means and identify percussion instruments by their sound. 2. Improvise using Question and Answer phrases on untuned instruments.	If I close my eyes and listen, I know which of the instruments we use is being played. I can clap and play rhythms that I have made up by myself. I enjoy singing clearly and I can also hum the tune of the songs I have learnt.	During activities, note who can learn the song from memory pretty quickly? Who can listen to timbre and recognise the sounds of classroom instruments? Who has a really clear 'hello' sign. Who can respond without missing a beat? Who can articulate musical feedback when talking about their peers' performances?	★ Focused Listening	★ Connection & Reaction Evaluation & Analysis
			★ Musical Elements	● Pulse, ● Rhythm, ● Pitch Dynamics, ★ Timbre, Texture, Tempo, ● Structure
			★ Singing	★ Singing / Chanting Rapping
			★ Instrumental Practice	★ Handheld percussion Glockenspiel Recorder
			Notation	Symbolic Rhythmic Melodic
			★ Improvise	★ Rhythmic Melodic
			Compose	Music Explorer Rhythm Grids YuStudio Percussion Writer Graphic Score Music Notepad
			★ Performance Opportunities	

★ A clear, focused part of this unit, explored in depth. ● Introduced or revisited briefly, giving pupils opportunities to develop the skill at a lighter level.

Unit 2: Let's Keep Singing (featuring The Wee Kirkudbright Centipede, Babushka & Little Angel Gets Her Wings)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Enjoy learning to sing songs and start to understand the phrase 'in tune with each other'. 2. Demonstrate an understanding of dynamics and tempo following written or visual instructions.	I can enjoy singing songs and join in with confidence, showing that I am engaged and having a good time. I can sing in tune with others, listening carefully to match pitch and stay together as a group. I can maintain a steady tempo while singing, adjusting my pace as the song or teacher requests. I can use gestures, facial expressions, and movements to bring the story or mood of the song to life. I can sing loudly or quietly, fast or slow, and know the difference.	Do children engage and enjoy singing and performing a song? Can children sing together and move together with good posture? Are children aware of their performance? identifying strengths and areas for improvement?	★ Focused Listening	★ Connection & Reaction ★ Evaluation & Analysis
			★ Musical Elements	★ Pulse, Rhythm, ★ Pitch, ★ Dynamics, Timbre, Texture, ★ Tempo, Structure
			★ Singing	★ Singing / Chanting Rapping
			Instrumental Practice	Handheld percussion Glockenspiel Recorder
			Notation	Symbolic Rhythmic Melodic
			Improvise	Rhythmic Melodic
			Compose	Music Explore Rhythm Grids YuStudio Percussion Writer Graphic Score Music Notepad
			★ Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.

Unit 3: Sound And Symbol 1 (featuring Glockenspiel Music World Course - Part 1)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Play three notes on a tuned instrument, understanding which is the lowest, middle and highest pitch. 2. Recognise the sound of different families of instruments and how each make a sound.	I can play short pieces using one, two and three notes. I can tell which note is the highest pitch, which is the lowest and which is in the middle. I can tell you how instruments make sound: a part of them has to vibrate I can recognise the sound of a brass instrument, a percussion instrument, a string instrument and a woodwind instrument. I know you can make sound by using a bow or plucking a violin's strings, buzzing your lips for a trumpet, blowing air in a recorder, or hitting a drum to make them all vibrate.	How musical and confident are children's posture, beater control, and accuracy when playing B and A? Are they getting used to minims and crotchets? Are they playing in time? And with an awareness of being part of an ensemble? Do children enjoy challenges such as, "What effect does a rest have in music?" How confident are children in using musical vocabulary when describing instruments and textures?	★ Focused Listening	Connection & Reaction ★ Evaluation & Analysis
			★ Musical Elements	★ Pulse, ★ Rhythm, ★ Pitch, Dynamics, ★ Timbre, Texture, Tempo, Structure
			Singing	Singing / Chanting Rapping
			★ Instrumental Practice	Handheld percussion Body percussion ★ Glockenspiel ★ Recorder
			Notation	Symbolic ★ Rhythmic ★ Melodic
			Improvise	Rhythmic Melodic
			● Compose	Music Explore ● Rhythm Grids YuStudio Percussion Writer Graphic Score Music Notepad
			Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.

Unit 4: Sound And Symbol 2 (featuring Glockenspiel Music World Course - Part 2)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Recognise and write music using dots (blobs), sticks and stave notation. 2. Understand and use gradations of dynamics, such as crescendo (getting louder), to add interest to a performance.	I can make up my own music using our classroom instruments.	Do children have good posture, mallet control, and accuracy when playing B and A?	★ Focused Listening	Connection & Reaction ★ Evaluation & Analysis
	I can write and play from dots, sticks and stave notation.	Do they play the rests well in short exercises like <i>Playing B</i> and <i>Bouncing with B</i> .	★ Musical Elements	★ Pulse, ★ Rhythm, ★ Pitch ★ Dynamics, ★ Timbre, Texture, Tempo, Structure
	I can identify the strong beat in a bar of music.	Are they committed to attentive listening as they change between performers and listeners?	Singing	Singing / Chanting Rapping
	I can write and play patterns using the Rhythm Grid tool/printouts.	Can you hear creative improvisation and the correct use of minims and crotchets?	★ Instrumental Practice	Handheld percussion ★ Glockenspiel ★ Recorder
	I can follow the music we have written using Music Explorer	Are children confident in their use of accurate musical vocabulary?	★ Notation	Symbolic ★ Rhythmic ★ Melodic
	I can demonstrate changes in dynamics, singing quietly and loudly, and follow instructions for getting louder (crescendo) or softer (decrescendo).		★ Improvise	★ Rhythmic ★ Melodic
			★ Compose	★ Music Explorer ★ Rhythm Grids YuStudio Percussion Writer Graphic Score Music Notepad
			★ Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.

Unit 5: Around The World (featuring Hands Feet Heart)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Listen to music from around the world. 2. Explore tempo, understanding that music can be at different speeds.	I can listen to songs from all over the world and talk about the sounds I hear, like if it's fast or slow or if the speed changes.	Who can keep a steady beat (walking, clapping, tapping)?	★ Focused Listening	★ Connection & Reaction Evaluation & Analysis
	I know that tempo means speed.	Who successfully echoes back short pitch or rhythmic patterns in time with the beat?	★ Musical Elements	★ Pulse, ★ Rhythm, ★ Pitch, Dynamics, ★ Timbre, Texture, ★ Tempo, Structure
	I can sing songs I know, using high and low notes and the right beat. I can even add my own dance moves!	Can children describe the tempo, pitch, and timbre using correct vocabulary?	★ Singing	Singing / Chanting Rapping
	I can name the different instruments I hear in a song.	Who can explain the differences between South African, Irish, and Bollywood-influenced styles in simple language?	★ Instrumental Practice	★ Handheld percussion Glockenspiel Recorder
	I can play simple tunes on instruments by following a pattern.	Can children play G A B accurately in the instrumental part?	★ Notation	★ Symbolic ★ Rhythmic ★ Melodic
	I can make music with my friends by singing and playing together as a team.	Who can show and play a high pitched note and a low pitched note?	Improvise	Rhythmic Melodic
	I can talk about how performing music makes me feel and what I like about a song.	Can everyone start/stop with the teacher's cues?	★ Compose	Music Explore ★ Rhythm Grids YuStudio Percussion Writer Graphic Score Music Notepad
			★ Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.

Unit 6: The Power of Communication (featuring It's OK (Please Just Say))

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Communicate the meaning of the song with our voices and sign language. 2. Sing short vocal phrases independently.	I can show what a song is about using my singing voice and my hands.	Be aware of how the children progress in confidence, listening, behaviour, and expressive engagement during singing, movement activities, and ensemble work. Use audio or video recordings of rehearsals and performances to support reflective listening, evaluation, and to track progress over time. Use the I Can statements to identify emerging, developing, and secure musical behaviours. Use pupil voice and peer reflection to talk through simple self-evaluation questions about what worked well and what could improve. In ensemble playing, check who is developing a secure sense of pulse, starting and stopping together.	★ Focused Listening	★ Connection & Reaction Evaluation & Analysis
	I can sing parts of a song all by myself and show feelings with my voice.		● Musical Elements	● Pulse, Rhythm, ● Pitch, Dynamics, Timbre, Texture, Tempo, Structure
	I can use puppets to share happy thoughts and feelings.		★ Singing	★ Singing / Chanting Rapping
	I can practice with my friends to get ready for a show and perform our songs or rhymes for others.		Instrumental Practice	Handheld percussion Glockenspiel Recorder
	I can think about my feelings and my friends' feelings to help me sing with my whole heart		● Notation	★ Symbolic Rhythmic Melodic
			Improvise	Rhythmic Melodic
			Compose	Music Explore Rhythm Grids YuStudio Percussion Writer Graphic Score Music Notepad
			Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.