

**Year 2 Music – Medium-Term Plan (MTP)**

**Unit: *Instruments***

**Based on: Kapow Primary – Year 2 *Instruments* unit**

**Focus: Representing events, actions, and feelings within stories using pitch, dynamics, and tempo**

**Overview**

This Year 2 unit focuses on exploring musical instruments and how they can be used to represent narrative elements. Pupils learn to control pitch, dynamics, and tempo to depict events, actions, and emotions in stories. They develop listening, performing, and composing skills in group and individual contexts.

**Key Skills Developed in Year 2:**

- Explore different musical instruments and their sounds
- Use pitch, dynamics, and tempo to convey meaning in music
- Listen and respond to music and sounds in stories
- Perform simple musical ideas individually and as a group
- Begin to compose short musical sequences to represent ideas

**NC/PoS: Singing, Listening, Composing and Performing**

Pupils will:

- Use their voices and instruments expressively and creatively
- Play tuned and untuned instruments musically
- Listen with concentration to a range of high-quality live and recorded music
- Experiment with sounds to create musical effects and sequences

**Expected Prior Learning**

Pupils already know and can:

- Explore sounds using their voice and classroom instruments
- Recognise high/low sounds and changes in tempo and dynamics
- Perform short sequences of sound in response to simple prompts
- Follow simple rhythms and maintain a pulse in group activities

**End Points – What Pupils Must Know and Remember**

**PLAYING INSTRUMENTS**

**Know that:**

- Instruments can convey actions, events, and feelings in stories
- Pitch, dynamics, and tempo influence how music expresses ideas

**Know how to:**

- Choose instruments to represent specific story elements
- Control pitch, dynamics, and tempo to communicate meaning

## **LISTENING**

**Know that:**

- Different instruments produce distinct sounds that can represent characters or events
- Listening helps in choosing and combining sounds effectively

**Know how to:**

- Identify instruments and their expressive qualities
- Describe what they hear using musical vocabulary (high/low, fast/slow, loud/soft)

## **COMPOSING**

**Know that:**

- Musical sequences can represent stories or emotions
- Simple patterns can be repeated and varied for effect

**Know how to:**

- Create short sequences using instruments to represent story events
- Experiment with pitch, dynamics, and tempo in composition

## **PERFORMING**

**Know that:**

- Performance can communicate story events and emotions
- Playing together requires listening and coordination

**Know how to:**

- Perform musical sequences with expression and control
- Collaborate with others to create a cohesive performance

## **Session 1 – Exploring Instruments and Sounds**

**Learning focus:** Discover instrument sounds and how they represent ideas

- Explore classroom instruments and discuss how sounds can represent actions, events, or feelings

- **Link to Kapow Planning: Session 1**

**Key vocabulary:** Instrument, sound, high, low, pitch, loud, soft, fast, slow, action, event, feeling

**Outcome:** Pupils can identify different instruments and suggest sounds for story elements

### **Session 2 – Controlling Pitch, Dynamics, and Tempo**

**Learning focus:** Develop control over musical elements

- Practice playing high/low notes, soft/loud, fast/slow sequences
- Experiment with representing different actions or feelings
- **Link to Kapow Planning: Session 2**

**Key vocabulary:** Pitch, dynamics, tempo, high, low, loud, soft, fast, slow, action, emotion

**Outcome:** Pupils can control pitch, dynamics, and tempo to express ideas

### **Session 3 – Composing Musical Sequences**

**Learning focus:** Create short musical sequences to tell a story

- Compose sequences using chosen instruments and controlled pitch, dynamics, and tempo
- Share ideas in small groups
- **Link to Kapow Planning: Session 3**

**Key vocabulary:** Compose, sequence, instrument, pitch, dynamics, tempo, story, action, feeling

**Outcome:** Pupils can compose short musical sequences representing story events or emotions

### **Session 4 – Performance and Evaluation**

**Learning focus:** Perform and appraise sequences

- Rehearse and perform individual or group compositions
- Reflect on how well music represents events and feelings
- **Link to Kapow Planning: Session 4**

**Key vocabulary:** Perform, evaluate, expression, pitch, dynamics, tempo, story, feeling, action

**Outcome:** Pupils can perform sequences with expressive use of instruments and evaluate performances

### **Assessment Opportunities**

- Teacher observation of instrument selection, control, and expression
- Peer and self-assessment during group compositions and performances
- Assessment of short composed sequences for representation of story elements
- Reflection and discussion on listening and performance skills

### **Resources**

- Classroom tuned and untuned instruments
- Audio examples of music representing actions and emotions
- Story prompts or short narratives
- Recording devices for playback and reflection

### **Cross-Curricular Links**

- **English: Linking music to stories, understanding plot and character through sound**
- **PSHE: Expressing feelings and emotions through music**
- **Art: Visualising musical ideas through drawings or storyboards**
- **Drama: Using instruments to support storytelling and role-play**

### **Future Learning This Content Supports**

**This unit prepares pupils for further musical learning by:**

- Developing skills in controlling pitch, dynamics, and tempo for Year 3 and beyond
- Building confidence in using instruments for expressive purposes
- Strengthening listening, composing, and performing skills for more complex sequences
- Encouraging creative thinking and collaboration in musical storytelling