

# Music Year Two



## Summer 1: Exploring Improvisation

### National Curriculum

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

### Prior Unit:

Recognising Different Sounds

### Future Unit:

Our Big Concert

### Sticky knowledge and skills:

- To describe tempo as fast or slow.
- To identify the beat groupings in the music you sing and listen to.
- To sing in unison and sometimes in parts with more pitching accuracy.
- To understand and follow the leader or conductor when singing.
- To create a simple melody using crotchets and minims.

### Vocabulary:

Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, band, bass guitar, brass band, percussion, piano accompaniment, lullaby, musicals, orchestra, pop, rock, soul, opera, major, minor, introduction, verse, chorus.

	LO	Lesson outline
<b>Lesson 1</b>	LO: To be able to say what tempo means	<p>The unit question is: <b>How does music make us feel happy?</b> Refer back to this question as you move through each lesson in this unit.</p> <p><b>Musicianship options</b> As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p><b>Understanding Music</b> As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> <li>• Find and try to keep a steady beat</li> <li>• Very simple rhythm patterns using long and short</li> <li>• Very simple melodic patterns using high and low</li> <li>• Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion</li> <li>• Create rhythms using word phrases as a starting point</li> <li>• Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests</li> <li>• Create and perform your own chanted rhythm patterns</li> </ul> <p><b>Improvise Together</b> This activity gives you the opportunity to practice improvising together, improvisation is about making up your own tunes on the spot.</p> <p><b>Listening</b> Listen to `I Wanna Play in a Band`. Explain that playing in a band is really fun and a great way to make friends. Complete the three steps for listening 1. Listen 2. Respond 3. Did You Know? Encourage the children to listen, move, dance, march and enjoy the music. Use the prompts on screen to discuss the music, how it makes us feel and why. Try to relate to musical concepts such as beat, tempo, and dynamics. Use the listen and respond guide, but here are some discussion points for extension- encourage the children to respond to the music with movement. Discuss what you think the composers intentions were, using musical vocabulary.</p> <p><b>Singing</b> Learn to sing the song `I Wanna Play in a Band`. The on-screen resource will assist you with listening and learning the song. You could:</p> <ul style="list-style-type: none"> <li>• Sing together as a group and have fun</li> <li>• Stand up straight and breathe from deep within</li> </ul>

		<ul style="list-style-type: none"> <li>• Move to the music</li> <li>• Describe what the song is about</li> <li>• Does this song tell a story?</li> <li>• Incorporate any actions from the song</li> </ul> <p>Extension: Learn the design/structure of the song. Enjoy singing a solo.</p> <p><b>Playing</b> Play your instruments with the song `I Wanna Play in a Band`. On the screen, you will see an animated glockenspiel part. Decide together who will play resonator bells and who will play untuned percussion. The sheet music tab on your resource will give you access to a more challenging notated part. The resonator bell parts use the following notes- Part 2- F, C, D. Part 1- F, C, D</p> <p><b>Performing</b> Create and present a holistic performance of `I Wanna Play in a Band` a short performance for the end of the lesson. Share the fun you had in the lesson. You can sing and add any of the musical activities you have practiced with the song.</p>
<p><b>Lesson 2</b></p>	<p>LO: To follow the leader's direction when singing.</p>	<p><b>Recap-</b> What song did we learn to sing last week? Describe what the song was about? What notes did we play on the resonator bells?</p> <p><b>Musicianship options</b> As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p><b>Understanding Music</b> As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> <li>• Find and try to keep a steady beat</li> <li>• Very simple rhythm patterns using long and short</li> <li>• Very simple melodic patterns using high and low</li> <li>• Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion</li> <li>• Create rhythms using word phrases as a starting point</li> <li>• Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests</li> <li>• Create and perform your own chanted rhythm patterns</li> </ul> <p><b>Improvise Together</b> This activity gives you the opportunity to practice improvising together, improvisation is about making up your own tunes on the spot.</p> <p><b>Listening</b> Listen to the song `Flying Theme from E.T. The Extra Terrestrial`. Complete the three steps for listening 1. Listen 2. Respond 3. Did You Know? Encourage the children to listen, move, dance, march and enjoy the music. Use the prompts on screen to discuss the music, how it makes us feel and why. Try to relate to musical concepts such as: beat, tempo, dynamics etc.</p> <p><b>Singing</b> Recap singing the song from last week `I Wanna Play in a Band`. The on- screen resource will assist you with listening and learning the song. You could:</p> <ul style="list-style-type: none"> <li>• Sing together as a group and have fun</li> <li>• Stand up straight and breathe from deep within</li> <li>• Move to the music</li> <li>• Describe what the song is about</li> <li>• Does this song tell a story?</li> <li>• Incorporate any actions from the song</li> </ul> <p>Extension: Learn the design/structure of the song. Enjoy singing a solo.</p> <p><b>Composing and Improvising</b> <b>Improvise with the song `I Wanna Play in a Band`</b> Think about the differences between improvising and composing. The children will be using up to three notes. They can improvise together, in groups or as a soloist. If the children are complete beginners to improvisation, they use their voices or clap. Then, use 1 note and progress to notes 2 and 3, only when they are ready.</p> <p><b>Option 1. Improvise Together</b> You can repeat this option if you wish to, but you might have already taken this option to practise improvising at the beginning of the lesson. If you have, use the skills you have started to build and use them in `Improvise with the song` next.</p>

		<p><b>Option 2. Improvise with the song</b> Take it in turns to improvise using the notes given. When practicing, take it in turns to solo or improvise in groups. Perform your improvisations within the activity option in `Perform the song`.</p> <p><b>Performing</b> Create and present a holistic performance of `I Wanna Play in a Band` a short performance for the end of the lesson. Share the fun you had in the lesson. You can sing and add any of the musical activities you have practiced with the song.</p>
<p><b>Lesson 3</b></p>	<p>LO: I can sing in unison and in some parts with more pitching accuracy.</p>	<p><b>Recap:</b> Can you remember the song we learnt last week? Sing `I Wanna Play in a Band` together.</p> <p><b>Musicianship options</b> As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p><b>Understanding Music</b> As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> <li>• Find and try to keep a steady beat</li> <li>• Very simple rhythm patterns using long and short</li> <li>• Very simple melodic patterns using high and low</li> <li>• Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion</li> <li>• Create rhythms using word phrases as a starting point</li> <li>• Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests</li> <li>• Create and perform your own chanted rhythm patterns</li> </ul> <p><b>Improvise Together</b> This activity gives you the opportunity to practice improvising together, improvisation is about making up your own tunes on the spot.</p> <p><b>Listening</b> Listen to the song `Music is All Around`. Explain that many musicians use sounds from the world around them to create music. What noises and sounds could you use from the world around you? Complete the three steps for listening 1. Listen 2. Respond 3. Did You Know? Encourage the children to listen, move, dance, march and enjoy the music. Use the prompts on screen to discuss the music, how it makes us feel and why? Try to relate to musical concepts such as: beat, tempo, dynamics etc. Discuss what you think the composer's intentions were, using musical vocabulary.</p> <p><b>Singing</b> Learn to sing the song `Music is All Around`.</p> <ul style="list-style-type: none"> <li>• Sing together as a group and have fun</li> <li>• Stand up straight and breathe from deep within</li> <li>• Move to the music</li> <li>• Describe what the song is about - is there a story?</li> <li>• Follow a leader</li> <li>• Incorporate any actions from the song</li> <li>• Sing and recognise high and low sounds.</li> </ul> <p>Extension: Learn the design/structure of the song. Enjoy singing a solo.</p> <p><b>Playing</b> Play your instruments with the song `Music is All Around`. On the screen, you will see an animated glockenspiel part. Decide together who will play resonator bells and who will play untuned percussion. The sheet music tab on your resource will give you access to a more challenging notated part. The resonator bell parts use the following notes- Part 2- G,A,E Part 1- G,A,D,E</p> <p><b>Performing</b> Perform the song `Music is All Around`. Play your instruments whilst performing. Extension- Before the performance children to introduce the performance with an understanding of what the song is about and anything else connected to it.</p>
<p><b>Lesson 4</b></p>	<p>LO: To create a simple melody using crotchets and minims.</p>	<p><b>Recap:</b> Can you remember the song we learnt last week? Describe what the song tells us about?</p> <p><b>Musicianship options</b> As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p><b>Understanding Music</b> As a class, complete the understanding music activity</p>

		<ul style="list-style-type: none"> <li>• Find and try to keep a steady beat</li> <li>• Very simple rhythm patterns using long and short</li> <li>• Very simple melodic patterns using high and low</li> <li>• Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion</li> <li>• Create rhythms using word phrases as a starting point</li> <li>• Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests</li> <li>• Create and perform your own chanted rhythm patterns</li> </ul> <p><b>Improvise Together</b> This activity gives you the opportunity to practice improvising together, improvisation is about making up your own tunes on the spot.</p> <p><b>Listening</b> Listen to the song ` Moon River`. Complete the three steps for listening 1. Listen 2. Respond 3. Did You Know? Encourage the children to listen, move, dance, march and enjoy the music. Use the prompts on screen to discuss the music, how it makes us feel and why. Try to relate to musical concepts such as: beat, tempo, dynamics etc.</p> <p><b>Singing</b> Continue to learn the sing the song` Music is All Around `.</p> <ul style="list-style-type: none"> <li>• Sing together as a group and have fun</li> <li>• Stand up straight and breathe from deep within</li> <li>• Move to the music</li> <li>• Describe what the song is about - is there a story?</li> <li>• Follow a leader</li> <li>• Incorporate any actions from the song</li> <li>• Sing and recognise high and low sounds.</li> </ul> <p><b>Composing and Improvising</b> <b>Compose with the song ` Music is All Around `</b> Think about the differences between improvising and composing. In this activity, you will revisit the song ` Sparkle in the sun`. In this composition activity, choose om the differentiated note sets and as a whole class compose a new simple melody that will be played with the song in its performance. Children to complete an eight- bar melody, using three or five notes over the backing track. The melody can be included as part of the final performance if singing the song.</p> <p><b>Performing</b> Create and present a holistic performance of ` Music is All Around ` a short performance for the end of the lesson. Share the fun you had in the lesson. You can sing and add any of the musical activities you have practiced with the song.</p>
<p><b>Lesson 5</b></p>	<p>LO: To group beats using my body to show the strong beats.</p>	<p><b>Recap:</b> Can you remember the song we learnt last week? Sing the song ` Music is All Around`.</p> <p><b>Musicianship options</b> As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p><b>Understanding Music</b> As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> <li>• Find and try to keep a steady beat</li> <li>• Very simple rhythm patterns using long and short</li> <li>• Very simple melodic patterns using high and low</li> <li>• Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion</li> <li>• Create rhythms using word phrases as a starting point</li> <li>• Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests</li> <li>• Create and perform your own chanted rhythm patterns</li> </ul> <p><b>Improvise Together</b> This activity gives you the opportunity to practice improvising together, improvisation is about making up your own tunes on the spot.</p> <p><b>Listening</b> Listen to the song ` Saying Sorry`. It's very important that we say sorry when we've hurt someone or done something wrong. This song is in a Calypso style, which originated in Trindad and Tobago. It's very likely that it makes you want to dance. What makes it fun to dance to? Complete the three steps</p>

		<p>for listening 1. Listen 2. Respond 3. Did You Know? Encourage the children to listen, move, dance, march and enjoy the music. Use the prompts on screen to discuss the music, how it makes us feel and why. Try to relate to musical concepts such as: beat, tempo, dynamics etc.</p> <p><b>Singing</b> Learn to sing the song ` Saying Sorry ` .</p> <ul style="list-style-type: none"> <li>• Sing together as a group and have fun</li> <li>• Stand up straight and breathe from deep within</li> <li>• Move to the music</li> <li>• Describe what the song is about - is there a story?</li> <li>• Follow a leader</li> <li>• Incorporate any actions from the song</li> <li>• Sing and recognise high and low sounds.</li> </ul> <p><b>Performing</b> Perform the song `Saying Sorry ` . Extension- Before the performance children to introduce the performance with an understanding of what the song is about and anything else connected to it.</p>
<p><b>Lesson 6</b></p>	<p>LO: To share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p>	<p><b>Recap-</b> Sing the song ` Saying Sorry ` . What style of music is this song?</p> <p><b>There are two options: Understanding Music and Improvise Together. These are both optional activities today. Use either as a warm up or start your lesson with the Listen and Respond activity.</b></p> <p><b>Listening</b> In this listen and respond activity, you will revisit a piece of music that the class listened to earlier in the unit. Give the children a blank ` listen and respond ` form where they can write their comments/ responses and answers. Listen to the song `` Flying Theme from E.T. The Extra Terrestrial`. ` . Complete the three steps for listening 1. Listen 2. Respond 3. Did You Know? Encourage the children to listen, move, dance, march and enjoy the music. Use the prompts on screen to discuss the music, how it makes us feel and why. Try to relate to musical concepts such as: beat, tempo, dynamics etc.</p> <p><b>Singing</b> As a class choose a song to revisit singing from the list on the screen. Sing together as a group and have fun Stand up straight and breathe from deep within Move to the music Describe what the song is about - is there a story? Follow a leader Incorporate any actions from the song Sing and recognise high and low sounds</p> <p><b>Playing</b> Recap playing untuned percussion and resonator bells with your chosen song.</p> <p><b>Improvising and composing</b> Revisit the improvising and composing activities connected to the song you are preparing for the final performance.</p> <p><b>Performing</b> Complete a performance of your chosen song from the unit. Record the performance using an iPad. After the performance ask the children:</p> <ul style="list-style-type: none"> <li>• Did you enjoy the performance?</li> <li>• How did it make you feel?</li> <li>• Were all of the performers focused and concentrating during the performance?</li> <li>• If there was a song, could you hear the words?</li> <li>• If there was a song, can you remember what the song was about?</li> <li>• Who else might enjoy the performance?</li> </ul> <p><b>Year 2 Unit 5 Theory Quiz</b> The theory quiz summarises all of the musical learning that has taken place in the unit. Each question is multiple choice and allows you to select the correct answer before moving on.</p>