

Music Year Two



Spring 1: Inventing a Musical Story

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:

Playing in an Orchestra

Future Unit:

Recognising Different Sounds

Sticky knowledge and skills:

- To move confidently to a steady beat
- To start to talk about where music might fit into the world.
- To start to talk about the style of a piece of music.
- To add actions to a song.
- To sing as part of a choir.
- Describe tempo as fast or slow.
- To understand that the speed of music changes and clap/tap in time to the music.
- To use music technology to capture, change and combine sounds.
- To practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.

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
Lesson 1	LO: To find a keep a steady beat.	<p>The unit question is: How does music make the world a better place? Refer back to this question as you move through each lesson in this unit.</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Understanding Music As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> • Find and try to keep a steady beat • Very simple rhythm patterns using long and short • Very simple melodic patterns using high and low • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion • Create rhythms using word phrases as a starting point • Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests • Create and perform your own chanted rhythm patterns <p>Improvise Together This activity gives you the opportunity to practice improvising together, improvisation is about making up your own tunes on the spot.</p> <p>Listening Listen to `Rainbows`. Explain rainbows has been used as a symbol for many different groups and organisations because they symbolize equality and positivity. Why is it important to write music with a positive message? 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>Singing</p>

		<p>Learn to sing the song ` Rainbows ` . The on- screen resource will assist you with listening and learning the song. You could:</p> <ul style="list-style-type: none"> • 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 • Does this song tell a story? • Incorporate any actions from the song <p>Extension: Learn the design/structure of the song. Enjoy singing a solo.</p> <p>Playing Play your instruments ` Rainbows ` 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- C,D,E. Part 1- C,D,E</p> <p>Performing Create and present a holistic performance of ` Rainbows ` 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>Lesson 2</p>	<p>LO: To use music technology when creating a graphic score to capture, change and combine sounds.</p>	<p>Recap- Sing the song ` Rainbows ` together. What is the song about? Why is it important to write music with a positive message?</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Understanding Music As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> • Find and try to keep a steady beat • Very simple rhythm patterns using long and short • Very simple melodic patterns using high and low • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion • Create rhythms using word phrases as a starting point • Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests • Create and perform your own chanted rhythm patterns <p>Improvise Together This activity gives you the opportunity to practice improvising together, improvisation is about making up your own tunes on the spot.</p> <p>Listening Listen to the song ` Maple Leaf Rag ` . 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>Singing Recap singing the song from last week ` Rainbows ` . The on- screen resource will assist you with listening and learning the song. You could:</p> <ul style="list-style-type: none"> • 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 • Does this song tell a story? • Incorporate any actions from the song <p>Extension: Learn the design/structure of the song. Enjoy singing a solo.</p> <p>Compose with the song ` Rainbows ` Think about the differences between improvising and composing. In this activity, you will revisit the song ` Rainbows ` . 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.</p>

		<p>Graphic score- Colours and rainbows The children will be given the opportunity to create their own graphic scores with the title `Colours and rainbows`. Explain that a graphic score is an exciting and creative way to write a musical composition. It involves using: shapes, squiggles, letters, pictures, anything you would like to represent the music you are creating. They will use their imagination to decide what will happen in the story and how they will tell it with sound and instruments.</p> <p>Performing Create and present a holistic performance of `Rainbows` 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>Lesson 3</p>	<p>LO: To mark the beat of a listening piece by tapping or clapping and recognising tempo.</p>	<p>Recap: Can you remember the song we learnt last week? Sing `Rainbows` together.</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Understanding Music As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> • Find and try to keep a steady beat • Very simple rhythm patterns using long and short • Very simple melodic patterns using high and low • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion • Create rhythms using word phrases as a starting point • Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests • Create and perform your own chanted rhythm patterns <p>Improvise Together This activity gives you the opportunity to practice improvising together, improvisation is about making up your own tunes on the spot.</p> <p>Listening Listen to the song `Hands, Feet, Heart`. The song is a celebration of South African music. South Africa is a country famous for its music, ranging from Jazz to A Capella to Hip Hop. Many countries like South Africa have their own distinct style of class musical genres. Can you think of any countries that have their own styles of music? 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>Singing Learn to sing the song `Hands, Feet, Heart`.</p> <ul style="list-style-type: none"> • 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>Extension: Learn the design/structure of the song. Enjoy singing a solo.</p> <p>Playing Play your instruments with the song `Hands, Feet, Heart`. 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- C,E,F,G,A,B Part 1- C,E,F,G,A,B</p> <p>Performing Perform the song `Hands, Feet, Heart`. 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>Lesson 4</p>	<p>LO: To sing as part of a choir.</p>	<p>Recap- Sing the song `Hands, Feet, Heart` together. What is the song a celebration of?</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p>

		<p>Understanding Music As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> • Find and try to keep a steady beat • Very simple rhythm patterns using long and short • Very simple melodic patterns using high and low • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion • Create rhythms using word phrases as a starting point • Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests • Create and perform your own chanted rhythm patterns <p>Improvise Together This activity gives you the opportunity to practice improvising together, improvisation is about making up your own tunes on the spot.</p> <p>Listening Listen to the song ` Maple Leaf Rag ` . 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>Singing Continue to learn the sing the song` Hands, Feet, Heart ` .</p> <ul style="list-style-type: none"> • 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>Improvise with the song ` Hands, Feet, Heart ` 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>Option 1. Improvise Together 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>Option 2. Improvise with the song 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>Performing Perform the song `Hands, Feet, Heart ` . 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>Lesson 5</p>	<p>LO: To copy back simple rhythmic patterns using high and low.</p>	<p>Recap: Perform the song ` Hands, Heart, Feet ` . Can you describe what happens in the song?</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Understanding Music As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> • Find and try to keep a steady beat • Very simple rhythm patterns using long and short • Very simple melodic patterns using high and low • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion • Create rhythms using word phrases as a starting point • Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and crotchet rests • Create and perform your own chanted rhythm patterns

		<p>Improvise Together This activity gives you the opportunity to practice improvising together, improvisation is about making up your own tunes on the spot.</p> <p>Listening Listen to the song `All Around the World`. 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. Get to know the different sections of the orchestra. Why is it important to listen to a range of different musical styles? Think about where the orchestra came from and how it has changed over time.</p> <p>Singing Learn to sing the song `All Around the World` You could:</p> <ul style="list-style-type: none"> • 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 • Does this song tell a story? • Incorporate any actions from the song • Sing and recognise high and low sounds <p>Extension: Learn the design/structure of the song. Enjoy singing a solo.</p> <p>Perform Perform the song `All Around the World`. 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>Lesson 6</p>	<p>LO: To share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p>	<p>Recap- Sing the song `All Around the World`.</p> <p>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.</p> <p>Listening 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 `For the beauty of the earth`. 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>Singing 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>Playing Recap playing untuned percussion and resonator bells with your chosen song.</p> <p>Improvising and composing Revisit the improvising and composing activities connected to the song you are preparing for the final performance.</p> <p>Performing Before the performance guide the class to talk about the following</p> <ul style="list-style-type: none"> • How do we take our places? • How do we know when to start? • How might we introduce a piece of music? • How do we say thank you to the audience for listening? <p>Complete a performance of your chosen song from the unit. Record the performance using an iPad.</p> <p>Quiz Year 2 Unit 3 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>

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