

# Music Year Two



## Autumn 2: Playing in an Orchestra

### 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:

Pulse, Rhythm and Pitch

### Future Unit:

Inventing a Musical Story

### Sticky knowledge and skills:

- To talk about feelings created by the music/song.
- To sing to communicate the meaning of words.
- To find different steady beats.
- To rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major or G major.
- To work with a partner and in class to improvise simple `Question and Answer` phrases, to be sung and played on untuned percussion, creating a musical conversation.
- To explore and create graphic scores.
- To create a story, choosing and playing classroom instruments.
- To be able to talk about what the song means and why it was chosen to share.

### 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 be able to talk about how the music makes you feel.	<p>The unit question is: <b>How does music teach us about the past?</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 `Sparkle in the sun`. Explain that this song is Jazz music. Jazz music was often used to dance along to, as it can be lively and fun as well as having a steady beat. Jazz music has developed and changed many times over the years in order to keep up with changing styles. 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 `Sparkle in the sun` song. 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>Playing</b> <b>Play your instruments `Sparkle in the sun`</b> 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, Part 1- G,A,B</p> <p><b>Performing</b> Create and present a holistic performance of `Sparkle in the sun` 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 create a story using a graphic score.</p>	<p><b>Recap-</b> Recap singing the song `Sparkle in the sun`. What can you remember about Jazz music?</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 `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><b>Singing</b> Recap singing the song from last week `Sparkle in the sun`. 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> There are several improvise and compose options. Decide which activity to use in the lesson and then use the other activities as extensions.</p> <p><b>Compose with the song `Sparkle in the sun`</b></p>

		<p>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 from 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><b>Graphic score- Friendship</b> The children will be given the opportunity to create their own graphic scores with the title `Space`. 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><b>Performing</b> Create and present a holistic performance of `Sparkle in the sun` 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: To join in with sections of the song through call and response.</p>	<p><b>Recap:</b> Can you remember the song we learnt last week? Sing `Sparkle in the sun` 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>Listening</b> Listen to the song `Listen`. 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> Learn to sing the song `Listen`.</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>Performing</b> Perform the song `Listen`. 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: I can improvise questions and answers with my partner.</p>	<p><b>Recap:</b> Can you remember the song we learnt last week? Sing `Listen` 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> </ul>

		<ul style="list-style-type: none"> <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>Listening</b> Listen to the song ` Fascinating rhythm`. 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` Listen `.</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>Optional- Revisit the learn to sing the song resource ` Sparkle in the sun`.</p> <p><b>Composing and improvising</b> <b>Improvise with the song ` Sparkle in the sun`</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> Perform the song `Listen`. 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 5</b></p>	<p>LO: To rehearse and learn a simple instrumental part by ear or from notation.</p>	<p><b>Recap:</b> Perform the song ` Listen`. Can you describe what happens in the song?</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>Listening</b> Listen to the song ` The orchestra song`. 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><b>Singing</b> Learn to sing the song ` The orchestra song` You could:</p> <ul style="list-style-type: none"> <li>• Sing together as a group and have fun</li> </ul>

		<ul style="list-style-type: none"> <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> <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>  <b>Play your instruments `The orchestra song`</b>  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. Part 1- C,G,B.</p> <p><b>Performing</b>  Perform the song `The orchestra song`. 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> Perform the song `The orchestra song`. Can you describe what the song is about?</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>  Choose one of the listening and respond activities to complete. Encourage the children to listen, move, march and enjoy the music. Use the prompts on screen to discuss the music how does it make us feel?</p> <p><b>Singing</b>  As a class choose a song to revisit singing from the list on the screen.</p> <p><b>Play your instrument with the song</b>  Play your instrument alongside your chosen song.</p> <p><b>Composing and improvising options</b>  Revisit the improvising and composing activities connected to the song you are preparing for your performance.</p> <p><b>Performing</b>  Complete a performance of your chosen song. The children have the opportunity to sing or add any musical activities that they have practiced with the song. Record the performance on an iPad. Children to comment on their performance what went well? What could do better next time?</p> <p><b>Complete quiz together- Year 2 Unit 2</b>  The theory quiz summarises all of the musical learning that has taken place in this unit. Each question is multiple choice and allows you to select the correct answer before moving on.</p>