

# Music Year Two



## Autumn 1: Pulse, Rhythm and Pitch

### 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:

Year 1: Let's Perform Together

### Future Unit:

Playing in an Orchestra

### Sticky knowledge and skills:

- To sing short phrases independently.
- To walk in time to the beat of the music.
- To mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo.
- To move and dance to the music confidently.
- To sing as part of a choir.
- To demonstrate good singing posture.
- To sing songs from memory or from notation.
- To explore and create graphic scores.
- To create a story, choosing and playing classroom instruments.
- 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
<b>Lesson 1</b>	LO: To move and dance with the music confidently.	<p>The unit question is: <b>How does music help us to make friends?</b> Refer back to this question as you move through each lesson in this unit.</p> <p><b>Baseline Quiz Year 2</b> Complete the baseline quiz, each question is multiple choice.</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 'Music is in my soul'. 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</p>

		<p>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 ` Music is in my soul`. 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 with the song `Music is in my soul`</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, D. Part 1- C,D,E,G</p> <p><b>Performing</b> Create and present a holistic performance of` Music is in my soul ` 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 demonstrate good singing posture.</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 ` Bolero ` . 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 ` Music is in my soul ` 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>Improvise with the song- ` Music is in my soul`</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. Children to use 1 note and progress to notes 2 and 3 only when they are ready. Always start improvisation with note 1</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 `Music is in my soul` 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 begin to talk about and understand the style of the music.</p>	<p><b>Recap:</b> Can you remember the song we learnt last week? Sing `Music is in my soul` 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 `Hey Friends!`. Explain it is a jazz song. Jazz music started and spread through the southern states of the United States over 100 years ago. 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. Explain that Jazz started and spread through the southern states of the United States over 100 years ago– Jazz musicians would get together and play in a room for hours at a time. There are a few things that make Jazz music different from other styles, can you hear any? Try to relate to musical concepts such as: beat, tempo, dynamics etc.</p> <p><b>Singing</b> Learn to sing the song `Hey Friends!`.</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 `Hey Friends!`. 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 use graphic symbols to represent sound.</p>	<p><b>Recap:</b> Can you remember the song we learnt last week? Sing `Hey Friends` together. 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 `Eye of the tiger`. 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 `Hey Friends!`.</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></p> <p><b>Graphic score- Friendship</b> The children will be given the opportunity to create their own graphic scores with the title `Friendship`. 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> Children to share their graphic scores for `Friendship`. Children to create a short sequence of sounds to tell their story.</p>
<p><b>Lesson 5</b></p>	<p>LO: To walk in time to the beat of the music.</p>	<p><b>Recap:</b> Perform the song `Hey Friends!`. 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>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 `Hello`. 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. Explain that song teaches us all about</p>

		<p>different languages and how to say `hello`. Being respectful of other cultures is important. Try to relate to musical concepts such as: beat, tempo, dynamics etc.</p> <p><b>Singing</b> Learn to sing the song `Hello` 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> <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 `Hello`. 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 final performance of a song from memory or with notation, and with confidence.</p>	<p><b>Recap:</b> Perform the song `Hello`. 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. Show the children the percussion box show the children different instruments. Discuss the instruments names and discuss their sounds. Split the class into groups and allocate percussion instruments for the children to play alongside their 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 1</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>