

Music Year Two



Spring 2: Recognising Different Sounds

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:

Inventing a Musical Story

Future Unit:

Exploring Improvisation

Sticky knowledge and skills:

- To describe dynamics as loud or quiet.
- To recognise some band and orchestral instruments.
- To explore ways of representing high and low sounds, and long and short sounds, using symbols, and any appropriate means of notation.
- To create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.
- To rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.

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: I can tell you what dynamics are and use them when I am singing.	<p>The unit question is: How does music help us to understand our neighbours? 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 `Helping Each Other`. Explain it is important that we try and help people when we can. Does this song make you think of someone you've helped? 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 Learn to sing the song `Helping Each Other`. 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 with the song `Helping Each Other`. 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, G. Part 1- C, D, E, G</p> <p>Performing Create and present a holistic performance of `Helping Each Other` 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 recognise some band and orchestral instruments in a piece of music.</p>	<p>Recap- What song did we learn to sing last week? Describe what the song was about?</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 `Piano Trio In a Minor, Op. 150:1. Allego`. 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 `Helping Each Other`. 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>Improvise with the song `Helping Each Other` 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 Create and present a holistic performance of `Helping Each Other` 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 rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.</p>	<p>Recap: Can you remember the song we learnt last week? Sing `Helping Each Other` 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 `The Music Man`. 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>Singing Learn to sing the song `The Music Man`.</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 `The Music Man`. 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, G, A, E Part 1- F, G, A, C, E</p> <p>Perform Perform the song `The Music Man`. 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>Lesson 4</p>	<p>LO: I can use stick notation to write down my rhythms.</p>	<p>Recap- Sing the song `The Music Man` together. What is the song about?</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

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<p>Lesson 5</p>	<p>LO: To walk in time to the beat of a piece of music.</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 ` Let's Sing Together`. This song is a gospel song and it encourages us all to sing together. Singing together can be a great way of making friends. Singing together is common in many cultures, for lots of different reasons. Have you sung with other people before? Complete the three</p>

		<p>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 `Let's Sing Together`.</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>Performing Perform the song `Let's Sing Together`. 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 `Let's Sing Together`. What is the song about?</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 `Piano Trio In a Minor, Op. 150:1. Allego`. 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 Discuss the difference between rehearsing a song and performing it. 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"> • Did you enjoy the performance? • How did it make you feel? • Were all of the performers focused and concentrating during the performance? • If there was a song, could you hear the words? • If there was a song, can you remember what the song was about? • Who else might enjoy the performance? <p>Year 2 Unit 4 Theory Quiz 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>