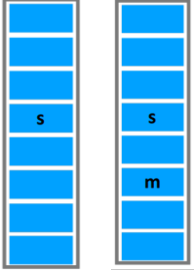




**Thurcroft Infant School**  
**Year 2 Music Autumn 1 – London's Burning**

<b>Listening and appraising: (whole school listening – singers)</b> Describe how the music makes them feel (major/minor)				
<b>Week</b>	<b>Singing, musicianship, glockenspiel</b>	<b>Topic-based project</b>	<b>Objectives / learning outcomes</b>	<b>Vocabulary</b>
1	<b>Glockenspiel</b> - Recap how to sing see saw from Y1 Su1 (see resources) - Recap how to hold glockenspiel beaters: pinching between thumb and index finger, with the stick running underneath the hand (not like pencil grip). The stick needs to bounce slightly off the keys to make the best sound - Also remind of practise mode: using the thin end of the beater when all practising at different times. Also of performance mode: using round end of beater when all playing together - All practise the song using the glockenspiel score (see resources) - Play the song together - Play the song while singing the words	<b>Singing</b> - Recap and discuss the idea of the pulse (slide 1 and 2) - Discuss tempo and what it means - Learn the ABCD song and sing it at different tempos  Possible extension: - Use untuned percussion to keep the pulse while singing	Find and keep a steady beat in unison  Begin to recognise that the pulse can be 2, 3 or 4  Read and respond to chanted rhythm patterns  Copy back rhythms  Sing as a choir, from memory and in unison, a range of songs  Use tuned percussion to play rhythm and pitch patterns  Demonstrate an understanding of dynamics when singing  Recognise and be able to talk about the interrelated dimensions of music  Recognise and follow dot notation when singing and match it to 3 note tunes played on tuned percussion	Glockenspiel Beater Practise or performance mode Pitch Singing names (so and mi) Stave Staff notation Note heads or dots Line Rhythm names (ta, ti-ti, shh) Tempo Dynamics
2	<b>Glockenspiel</b> - sing see saw using singing names (so and mi) - show pitch ladder with so on it. Is mi higher or lower? Show where mi lives on the ladder – we skip over a pitch to get from mi up to so:	<b>Singing</b> - What is it called when we change the speed of the pulse? - Sing ABCD song at different tempos again	Find and keep a steady beat in unison  Begin to recognise that the pulse can be 2, 3 or 4	Glockenspiel Beater Practise or performance mode Pitch

	 <ul style="list-style-type: none"> <li>- Introduce the idea of the stave and staff notation from the staff notation intro slides, up to slide 5 (see resources). The staff notation has the sticks they are used to, but now with dots (note heads) on the end</li> <li>- Can the children play see saw from the hand signs on the stave?</li> <li>- Show slide 6, can they guess the song they have sung in FS2 and Y1 (copy cat). Can they sing the singing names, and then play on glockenspiels?</li> </ul>		<p>Read and respond to chanted rhythm patterns</p> <p>Copy back rhythms</p> <p>Sing as a choir, from memory and in unison, a range of songs</p> <p>Use tuned percussion to play rhythm and pitch patterns</p> <p>Demonstrate an understanding of dynamics when singing</p> <p>Recognise and be able to talk about the interrelated dimensions of music</p> <p>Recognise and follow dot notation when singing and match it to 3 note tunes played on tuned percussion</p>	<p>Singing names (so and mi)</p> <p>Stave</p> <p>Staff notation</p> <p>Note heads or dots</p> <p>Line</p> <p>Rhythm names (ta, ti-ti, shh)</p> <p>Tempo</p> <p>Dynamics</p>
3	<p><b>Glockenspiel</b></p> <ul style="list-style-type: none"> <li>- Sing see saw with words and singing names, reading from slide 5</li> <li>- When we write notes on the stave, we don't use pictures, we use note head (or dots). Show Slide 7 where the hand signals are being covered but are still partly visible, so that the children understand that the dots are copying where the hand signals were – they're copycats like the song! Mi is on the bottom line, so is on the second line up.</li> <li>- Now show slide 8 where only the dots are seen. Sign as copy cat and singing names</li> <li>- Give the children a copy of slide 8 (copy cat) to play from on glockenspiels</li> <li>- Play copy cat in groups, then as a whole class, then while singing the song at the same time</li> </ul>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>- Listen to London Bridge, London's burning, ABCD (slide 11)</li> <li>- Discuss their tempos</li> <li>- Discuss how the pulse of a song can be counted in 2s, 3s or 4s. Which song is counted in 3s (London's burning)</li> <li>- Keep the pulse to London's Burning with untuned percussion. Mark beat 1 with a strong sound and beats 2 and 3 with a quieter sound</li> <li>- Sing the song as call and response (slide 13)</li> </ul>	<p>Find and keep a steady beat in unison</p> <p>Begin to recognise that the pulse can be 2, 3 or 4</p> <p>Read and respond to chanted rhythm patterns</p> <p>Copy back rhythms</p> <p>Sing as a choir, from memory and in unison, a range of songs</p> <p>Use tuned percussion to play rhythm and pitch patterns</p> <p>Demonstrate an understanding of dynamics when singing</p>	<p>Glockenspiel</p> <p>Beater</p> <p>Practise or performance mode</p> <p>Pitch</p> <p>Singing names (so and mi)</p> <p>Stave</p> <p>Staff notation</p> <p>Note heads or dots</p> <p>Line</p> <p>Rhythm names (ta, ti-ti, shh)</p> <p>Tempo</p> <p>Dynamics</p>

			<p>Recognise and be able to talk about the interrelated dimensions of music</p> <p>Recognise and follow dot notation when singing and match it to 3 note tunes played on tuned percussion</p>	
4	<p><b>Glockenspiel</b></p> <ul style="list-style-type: none"> <li>- Show slide 9, where the rhythm sticks of ta and ti-ti have been added. Discuss what this means and what they know about the rhythm sticks. Say the song using rhythm names (ta and ti-ti)</li> <li>- Show slide 10, where the colours are removed and ask what they notice. Check on the glockenspiels what the note names were on the light blue and yellow keys (G and E). Uncover the note names on slide 10. The children need to remember that E is on the bottom line and G is on the second line up. Sing the song using the note names E and G instead of so and mi</li> <li>- Give a copy of slide 10 to play on the glockenspiels. Work in pairs to play to each other so the children can help each other if they are not sure which note to play (some children may still need slide 9 with coloured dots for now). NB practise mode with beaters if all playing at different times like this</li> <li>- Play together as a class in performance mode</li> </ul> <p><b>So, mi and la with dots – continue this to the end of the half term, maybe beyond</b></p>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>- Recap the idea of rhythm as “the way the words go” – sing London’s Burning, clapping the way the words go to show its rhythm</li> <li>- Recap the rhythm notation they used in Year 1 as below, it now has dots (note heads) on the bottom, like they use playing glockenspiel:</li> </ul> <div data-bbox="900 708 1252 841" data-label="Image"> </div> <ul style="list-style-type: none"> <li>- Write a few 4 beat rhythms using this notation for the class to say and clap back</li> <li>- Show the rhythm for London’s Burning as below (<b>please don’t use the rhythm from slide 20/24 of the slides as this isn’t quite right – I can’t edit the notebook file!</b>). Clap it saying the rhythm names, then sing while clapping it:</li> </ul> <div data-bbox="922 1236 1238 1490" data-label="Image"> </div>	<p>Find and keep a steady beat in unison</p> <p>Begin to recognise that the pulse can be 2, 3 or 4</p> <p>Read and respond to chanted rhythm patterns</p> <p>Copy back rhythms</p> <p>Sing as a choir, from memory and in unison, a range of songs</p> <p>Use tuned percussion to play rhythm and pitch patterns</p> <p>Demonstrate an understanding of dynamics when singing</p> <p>Recognise and be able to talk about the interrelated dimensions of music</p> <p>Recognise and follow dot notation when singing and match it to 3 note tunes played on tuned percussion</p>	<p>Glockenspiel</p> <p>Beater</p> <p>Practise or performance mode</p> <p>Pitch</p> <p>Singing names (so and mi)</p> <p>Stave</p> <p>Staff notation</p> <p>Note heads or dots</p> <p>Line</p> <p>Rhythm names (ta, ti-ti, shh)</p> <p>Tempo</p> <p>Dynamics</p>

5	<ul style="list-style-type: none"> <li>- Recap the process from slide 7 to 10, singing the singing names and progressing to singing the note names (G and E)</li> <li>- Show the song Easy Going (<a href="#">Percussion play along - 30. Easy going (GE) (youtube.com)</a>)</li> <li>- Show that this song also uses G and E and recap the idea of “shh” for the rests (  )</li> <li>- Remind the children that these copy the singing names so and mi. Discuss which is higher and how you know – the children might say the so hand signal is held higher than mi, but might also relate to their places on the stave – point out if necessary that so (in this case G) is on a higher line than mi (E).</li> <li>- Sing through the song using singing names and note names, saying “shh” on the rests</li> <li>- Give a copy of the music to practise in pairs, taking it in turns and helping each other read the music, pointing and saying “G” and “E” if necessary.</li> <li>- Hear a couple of examples of children playing. Give feedback on accuracy but also on whether the playing kept evenly to the pulse</li> </ul>	<b>Singing</b> <ul style="list-style-type: none"> <li>- Sing London’s burning again, clapping the rhythm</li> <li>- Challenge the class to write out the rhythm, one line at a time (should end up as above)</li> </ul>	<p>Find and keep a steady beat in unison</p> <p>Begin to recognise that the pulse can be 2, 3 or 4</p> <p>Read and respond to chanted rhythm patterns</p> <p>Copy back rhythms</p> <p>Sing as a choir, from memory and in unison, a range of songs</p> <p>Use tuned percussion to play rhythm and pitch patterns</p> <p>Demonstrate an understanding of dynamics when singing</p> <p>Recognise and be able to talk about the interrelated dimensions of music</p> <p>Recognise and follow dot notation when singing and match it to 3 note tunes played on tuned percussion</p>	<p>Glockenspiel</p> <p>Beater</p> <p>Practise or performance mode</p> <p>Pitch</p> <p>Singing names (so and mi)</p> <p>Stave</p> <p>Staff notation</p> <p>Note heads or dots</p> <p>Line</p> <p>Rhythm names (ta, ti, shh)</p> <p>Tempo</p> <p>Dynamics</p>
6	<ul style="list-style-type: none"> <li>- Show easy going again and sing through using singing names and note names again</li> <li>- Practise playing in pairs as last week, in practise mode, helping any pairs that are struggling. You may need to give some children a coloured copy of the song again (slide 11).</li> <li>- Play in groups along to the video linked above. You may want to slow down the playback speed if it seems too difficult:</li> </ul> 	<b>Singing</b> <ul style="list-style-type: none"> <li>- Discuss dynamics and what it means</li> <li>- Discuss how you could change the dynamics when singing London’s Burning, which lines would be appropriate for louder dynamic, say?</li> <li>- Try singing as a round. First have the class sing it with the teacher being the other part, beginning after the class has finished the first line. If the class can keep singing their part, try the class in two groups, with a strong singer helping to lead the first group</li> </ul>	<p>Find and keep a steady beat in unison</p> <p>Begin to recognise that the pulse can be 2, 3 or 4</p> <p>Read and respond to chanted rhythm patterns</p> <p>Copy back rhythms</p> <p>Sing as a choir, from memory and in unison, a range of songs</p>	<p>Glockenspiel</p> <p>Beater</p> <p>Practise or performance mode</p> <p>Pitch</p> <p>Singing names (so and mi)</p> <p>Stave</p> <p>Staff notation</p> <p>Note heads or dots</p> <p>Line</p> <p>Rhythm names (ta, ti, shh)</p> <p>Tempo</p>

		and the teacher leading the second group	<p>Use tuned percussion to play rhythm and pitch patterns</p> <p>Demonstrate an understanding of dynamics when singing</p> <p>Recognise and be able to talk about the interrelated dimensions of music</p> <p>Recognise and follow dot notation when singing and match it to 3 note tunes played on tuned percussion</p>	Dynamics
--	--	--	--	----------

#### Assessment

By the end of the unit the children will be able to:

- Sing songs in 4/4 and 3/4 time
- Hold and use a glockenspiel beater with good technique to make a clear, chiming sound
- Play known songs on glockenspiel, using knowledge of pitch from singing
- Begin to play pitch and rhythm patterns from staff notation (ta, ti-ti, ti-ka-ti-ka and shh, E and G)