


**Thurcroft Infant School**  
**Year 2 Music Spring 1 – Jetting out of here (China)**

<b>Listening and appraising: (whole school listening – singers)</b> <i>To recognise and be able to talk about the interrelated dimensions of music that they have been taught in a piece of music that they listen to</i>				
Week	Singing, musicianship, glockenspiel	Topic-based project	Objectives / learning outcomes	Vocabulary
1	<b>Glockenspiel</b> - Sing apple tree in singing names, what is the song? Which is the highest/lowest of the three pitches - Show the apple tree music (slide 15 of “introducing staff notation”) and discuss the note head positions – highest is la (A), then so (G) on second line and lowest is mi (E) on the bottom line - Show the song smooth transition - <a href="#">Percussion play along - 38. Smooth transition (AGE) (youtube.com)</a> - If no one notices, point out the new rhythm notation – how many beats did we say it would take up? (2). To show that, its rhythm name is ta-a - Read the rhythm of smooth transition using ta and ta-a, making sure the ta-a lasts for two beats (see resources) - Say the song using note names, discussing positions of A, G and E again (some children may need a print out of the sheet with note names written underneath) - Play through the first line of the song as a class and repeat	<b>Do this part of the session first this week</b>  <b>Jump Down Turn Around</b> - Teach the song jump down, turn around (see resources), including the actions - Explain that there is a new rhythm hidden in this song. Sing through the song using rhythm fingers (see song video in resources) to find the new rhythm on the word “oh” in line 3 and 4. Discuss how the sound lasts for two beats. - They will find this sound in their next glockenspiel song, see if they can spot it when you show them the music (it will look different from rhythms they already know)	Read and respond to chanted rhythm patterns  Keep the pulse while singing  Follow hand signals and dot notation while singing  Create music in response to a range of stimuli  Explore, use and combine sounds made by body percussion, untuned and tuned percussion  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	Rhythm (ta-a) Timbre Ostinato/i Pitch Singing names (do, mi, so, la)
2	<b>Glockenspiel</b> - Do the Jump down turn around game in pairs to start. Where was the new rhythm? Tell us about it? - In pairs, practise smooth transition a line at a time, helping each other recognise the note head positions - Hear some HA children play the song	<b>Dragon dance – parade, rhythmic (include ta-a, ti-ka-ti-ka, multi part)</b> - Watch some videos of dragons at Lunar New Year parades e.g. <a href="#">Lunar New Year: Cities worldwide welcome the Year of the Dragon 🐉 (youtube.com)</a> listening to the accompanying music. Discuss what kind of sounds can be heard (mainly percussion)	Read and respond to chanted rhythm patterns  Keep the pulse while singing  Follow hand signals and dot notation while singing	Rhythm (ta-a) Timbre Ostinato/i Pitch Singing names (do, mi, so, la)

	<ul style="list-style-type: none"> <li>- Play the whole song through, either in groups or as a class</li> </ul>	<p>instruments) and think of words to describe their sound (noisy, harsh, booming and so on)</p> <ul style="list-style-type: none"> <li>- When we describe the quality of a sound, we are talking about its timbre</li> <li>- Have a selection of percussion instruments on the carpet. Volunteers come to play different instruments and the class thinks of words to describe their timbre</li> <li>- At the end, choose the instruments that they think best matches the timbre of the dragon music they heard</li> </ul>	<p>Create music in response to a range of stimuli</p> <p>Explore, use and combine sounds made by body percussion, untuned and tuned percussion</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>	
3	<p><b>Glockenspiel</b></p> <ul style="list-style-type: none"> <li>- Practise smooth transition individually, beaters in practise mode</li> <li>- Play in groups or as a class along with the video and backing track</li> </ul>	<p><b>Dragon dance</b></p> <ul style="list-style-type: none"> <li>- Explain that the class will be playing a piece of music to accompany a dragon dance. It will use lots of the rhythms they have learnt so far</li> <li>- Teach each rhythm using voice and body percussion (see resources)</li> <li>- Discuss the rhythm names in each part</li> <li>- Show the Dragon dance sheet and perform each rhythm again, reading from the sheet</li> <li>- Designate half the class to keep the “dragon’s here” rhythm going, and help the other half to perform the “fi-re” rhythm</li> <li>- This piece is made up of short, repeating phrases. Can they remember the musical name for this? (Ostinato – ostinati is the plural)</li> </ul>	<p>Read and respond to chanted rhythm patterns</p> <p>Keep the pulse while singing</p> <p>Follow hand signals and dot notation while singing</p> <p>Create music in response to a range of stimuli</p> <p>Explore, use and combine sounds made by body percussion, untuned and tuned percussion</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>Rhythm (ta-a)</p> <p>Timbre</p> <p>Ostinato/i</p> <p>Pitch</p> <p>Singing names (do, mi, so, la)</p>

4	<p><b>Glockenspiel</b></p> <ul style="list-style-type: none"> <li>- Teach the song chocolate cake (see resources)</li> <li>- Explain that this song has a new pitch and you want them to see whether it is higher or lower than the pitches they know already (la, so and mi).</li> <li>- Sing the song showing the pitches as in the resources video. Discuss with the class how the new pitch is lower than mi.</li> <li>- Introduce the new pitch as do and show its hand signal</li> </ul>  <ul style="list-style-type: none"> <li>- Show slide 16 of “introducing staff notation” with the music for chocolate cake shown as hand signs</li> <li>- Go to glockenspiels and find the note name for do (C)</li> <li>- Try playing the song altogether</li> </ul>	<p><b>Dragon dance</b></p> <ul style="list-style-type: none"> <li>- Practise each rhythm again</li> <li>- Split the class into four groups, one for each ostinato</li> <li>- Remind of the idea of texture, music being made up of different layers of sound – like the different rhythms in dragon dance</li> <li>- Build the piece up one group at a time, start with “dragon’s here” and “fi-re”. You may want to put a confident child in charge of each group to keep them going. Then bring in the “red hot fire breath” group, helping them with their sh’s and finally the “tip toe” group.</li> <li>- This will probably take a few goes, you may need a leader for each group and/or another adult to support any group that struggles. After a few practises the children should grow in confidence.</li> </ul> <p>Keep the same groupings for the rest of this topic</p>	<p>Read and respond to chanted rhythm patterns</p> <p>Keep the pulse while singing</p> <p>Follow hand signals and dot notation while singing</p> <p>Create music in response to a range of stimuli</p> <p>Explore, use and combine sounds made by body percussion, untuned and tuned percussion</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 4 note tunes played on tuned percussion</p>	<p>Rhythm (ta-a)</p> <p>Timbre</p> <p>Ostinato/i</p> <p>Pitch</p> <p>Singing names (do, mi, so, la)</p> <p>Texture</p>
5	<p><b>Glockenspiel</b></p> <ul style="list-style-type: none"> <li>- Sing chocolate cake using the words and singing names, using slide 16</li> <li>- Show slide 17, discuss the position of do – having it’s own line below the stave. It’s definitely lower than the other notes. Recap mi as E and so as G. So the three note names needed for this song are C, E and G</li> <li>- Give copies of slide 18 to go and practise playing chocolate cake in pairs, helping each other find the correct pitches</li> <li>- Hear some HA children play the song</li> </ul>	<p><b>Dragon dance</b></p> <ul style="list-style-type: none"> <li>- With the children, choose instruments to represent each rhythm of the dragon dance. Recap the timbres heard in the video examples and discuss what timbres would suit the different rhythms e.g. something softer for the “tip toe” rhythm.</li> <li>- If you don’t have enough of each instrument for everyone in the group to have one, rotate them around the group while anyone without the instrument continues with body percussion – watch for strong performers for next week</li> <li>- As last week, build up the rhythms in order, now with instruments playing the rhythms too</li> </ul>	<p>Read and respond to chanted rhythm patterns</p> <p>Keep the pulse while singing</p> <p>Follow hand signals and dot notation while singing</p> <p>Create music in response to a range of stimuli</p> <p>Explore, use and combine sounds made by body percussion, untuned and tuned percussion</p>	<p>Rhythm (ta-a)</p> <p>Timbre</p> <p>Ostinato/i</p> <p>Pitch</p> <p>Singing names (do, mi, so, la)</p> <p>Texture</p>

			<p>Recognise and follow dot notation when singing and match it to 4 note tunes played on tuned percussion</p> <p>Recognise and be able to talk about the interrelated dimensions of music</p>	
6	<p><b>Glockenspiel</b></p> <ul style="list-style-type: none"> <li>- Begin by singing chocolate cake using the words and the singing names</li> <li>- Then sing from slide 18, using the note names</li> <li>- Have half the class singing the song while the other half plays on the glockenspiel, then swap</li> <li>- If you have time, you could play chocolate cake in canon – have one group start the song, then bring the other group in from the beginning when the first group reach the second line</li> </ul>	<p><b>Dragon dance</b></p> <ul style="list-style-type: none"> <li>- In this lesson, put together a performance of the dragon dance, using the same groups and instruments as the last lessons</li> <li>- Some children (perhaps those less enthusiastic about playing?) can form the dragon to parade around the room. You could create a dragon by using sheets of colourful/painted paper that the dragon dancers hold up as they move. You could also use colour chiffon dancing scarves that can be held/waved. Or any other colourful dragon ideas!</li> <li>- Your dragon could parade around the playground/down the corridor/into assembly!</li> </ul>	<p>Read and respond to chanted rhythm patterns</p> <p>Keep the pulse while singing</p> <p>Follow hand signals and dot notation while singing</p> <p>Create music in response to a range of stimuli</p> <p>Explore, use and combine sounds made by body percussion, untuned and tuned percussion</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 4 note tunes played on tuned percussion</p>	<p>Rhythm (ta-a)</p> <p>Timbre</p> <p>Ostinato/i</p> <p>Pitch</p> <p>Singing names (do, mi, so, la)</p> <p>Texture</p>

### Assessment

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

Sing songs, accurately matching pitches do, mi, so and la

Accurately play three pitch songs on the glockenspiel, including playing from staff notation (C, A, E and G) and using rhythms ta, ti-ti, ta-a sh)

Play known songs on glockenspiel, using knowledge of pitch from singing

Choose instruments for performance based on the timbre of their sound

Play a polyrhythmic piece of music using a range of rhythm notation (ta, ti-ti, sh, ti-ka-ti-ka, ta-a)

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