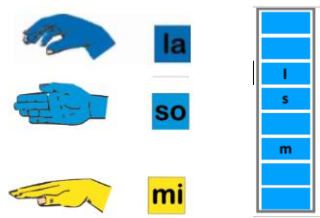

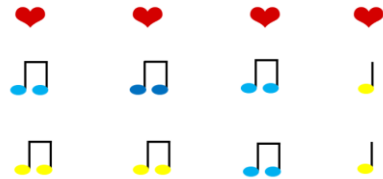


Thurcroft Infant School
Year 2 Music Autumn 2 – Dragons/Christmas

| Listening and appraising: (whole school listening – singers) Move and dance appropriately and confidently in response to music | | | | |
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| Week | Singing, musicianship, glockenspiel | Topic-based project | Objectives / learning outcomes | Vocabulary |
| 1 | Glockenspiel - Recap the song Bobby Shafto from Year 1 Su1 (see Y1 resources) - Ask the children how many pitches are in the song (3). Sing the song using the hand signals for so, mi and la (see the end of the Bobby Shafto video from Y1 Su1): <div style="text-align: center;">  </div> - Remind the children that they learnt another song with these three pitches last year. Hum the song “apple tree” (see resources Y1 Su2) and see if anyone recognises the song and can remember the words - Show the glockenspiel music for apple tree. Sing it with the singing names and hand signs - Take copies to glockenspiels and practise the song in pairs, taking turns, with beaters in practise mode - If playing well, play as a class, if not hear a HA group play | Dragon Fruit Dragon Dragon Fruit Dragon Britten Pears Arts - Listen to the song, ask the children to imagine their arm as a dragon's wing, model moving your arm in an arc beginning and ending with each phrase of the song (each line of the lyrics). - Are you all drawing your phrases at the same time? Repeat and try to all move as one - Sing the first phrase for the class to echo. Repeat until familiar, then ask them to follow the pitch with their musical pencil (finger) as it rises and falls. This is even better with a parachute or similar that all can move up and down at the same time. Below is a representation of the pitch movement higher and lower: <div style="text-align: center;">  </div> - Discuss the pitch pattern - Learn the rest of the song through echoing - Sing the song along with the lyric video | Perform short repeating rhythm and pitch patterns Compare sounds as high/low pitch Copy back melodic patterns Pitch match pentatonic songs with increasing vocal control 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 | Phrase Pitch Drone Line Space Improvise Compose |
| 2 | Glockenspiel - (Display slide 12 from “Introducing staff notation”), sing the tune using singing names, can they guess what the song is? (Apple tree) | Dragon Fruit Dragon - Begin by singing the song again along with the video, using dragon wings to mark each phrase again | Perform short repeating rhythm and pitch patterns Compare sounds as high/low pitch | Phrase Pitch Drone Line Space Improvise |

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| | <ul style="list-style-type: none"> - Discuss where La is placed on the stave. How is it different from so and mi? (it is between the lines, in a space) - With a copy of slide 12, children practise playing the song on glockenspiel in pairs, helping each other find the correct notes by colour - Ask whether they noticed the note names they were using. Which note name is la? | <ul style="list-style-type: none"> - Explain that they will add a drone to accompany the song – a drone is a single repeating note. Demonstrate with voice and ask the class to join in - All children play either F or Bb key at the beginning of each phrase to add the drone - Try humming the drone note, with one person playing to support. Hum the note for 7 beats then take a low tummy breath in on beat 8 before continuing. Do this alongside the video for the song, beginning each hum at the beginning of each phrase | <p>Copy back melodic patterns</p> <p>Pitch match pentatonic songs with increasing vocal control</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> | Compose |
| 3 | <p>Glockenspiel</p> <ul style="list-style-type: none"> - Show slide 13 from “introducing staff notation” and sing with singing names and with the apple tree words - Give slide 15 to children to all practise and play, with beaters in practise mode. Some children may need slide 14 to play from - Hear groups/whole class play the song | <p>Dragon Fruit Dragon</p> <ul style="list-style-type: none"> - Introduce the idea of musical “texture” with the idea of cake layers – music is made up of different layers e.g. in the dragon song, one layer is the sung melody, another layer is the drone. We will add another layer today - While playing the drone on F or Bb, model how to improvise a short rising or falling vocal phrase using words from the song e.g. “full of magic” (see resources) - A short, repeating pattern like this is called an “ostinato”. Explain to the children that you have difficulty with this word and sometimes say “squashed tomato” instead of ostinato by accident. If you say “squashed tomato” then the children should shout out “ostinato” to correct you! - In pairs, with teacher playing the drone, the children try improvising their own rising or falling melodies using a chosen few words from the song - Explain that improvising means making it up as you go along - Share some ideas and choose one to sing along with the song video - Designate half the class to sing the chosen ostinato (squashed tomato) and the other half sing the whole song | <p>Perform short repeating rhythm and pitch patterns</p> <p>Compare sounds as high/low pitch</p> <p>Copy back melodic patterns</p> <p>Pitch match pentatonic songs with increasing vocal control</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>Phrase</p> <p>Pitch</p> <p>Drone</p> <p>Line</p> <p>Space</p> <p>Improvise</p> <p>Compose</p> <p>Texture</p> <p>Ostinato</p> |

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| 4 | <p>Glockenspiel</p> <ul style="list-style-type: none"> - Show the class how to play Apple Tree as a call and response song – player 1 playing phrases 1 and 3 and player 2 playing phrases 2 and 4. Practise this in pairs, designating player 1s and player 2s, then all perform as a call and response together - Show an example of changing the words to the first two phrases of the song, while keeping the same rhythm and pitch e.g. “What’s for tea, what’s for tea” “Ice cream sandwich just for me” - Challenge the class to come up with their own call and response like this (if finding it difficult, keep the “what’s for tea” idea and focus on food for the response phrase. Hear some ideas | <p>Christmas songs</p> | <p>Perform short repeating rhythm and pitch patterns</p> <p>Compare sounds as high/low pitch</p> <p>Copy back melodic patterns</p> <p>Pitch match pentatonic songs with increasing vocal control</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>Compose, retain and recall rhythm and pitch patterns using stick and dot notation</p> | <p>Phrase</p> <p>Pitch</p> <p>Drone</p> <p>Line</p> <p>Space</p> <p>Improvise</p> <p>Compose</p> <p>Texture</p> <p>Ostinato</p> |
| 5 | <p>Glockenspiel</p> <ul style="list-style-type: none"> - Recap the idea of call and response from last lesson - Explain that they will come up with their own call and response phrases in pairs, using their knowledge of rhythm and pitch - Show an example, using coloured dot notation. Point out that each line is 4 beats long  <ul style="list-style-type: none"> - Give time for pairs to improvise call and response patterns with each other | <p>Christmas songs</p> | <p>Perform short repeating rhythm and pitch patterns</p> <p>Compare sounds as high/low pitch</p> <p>Copy back melodic patterns</p> <p>Pitch match pentatonic songs with increasing vocal control</p> <p>Recognise and be able to talk about the interrelated dimensions of music</p> <p>Recognise and follow dot notation when singing and</p> | <p>Phrase</p> <p>Pitch</p> <p>Drone</p> <p>Line</p> <p>Space</p> <p>Improvise</p> <p>Compose</p> <p>Texture</p> <p>Ostinato</p> |

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| | <ul style="list-style-type: none"> - Give all pairs a sheet to record their idea. They can use coloured dots, or write the note names for the dots underneath - Explain that, now they have recorded their phrases with notation, this is composing | | <p>match it to 3 note tunes played on tuned percussion</p> <p>Compose, retain and recall rhythm and pitch patterns using stick and dot notation</p> | |
| 6 | <p>Glockenspiel</p> <ul style="list-style-type: none"> - Give time for all pairs to finish their composition, if needed - Depending on time available, encourage pairs to put words to their phrases so that they can sing the pattern as they play it - Get into a circle and go round with each pair showing their call and response composition | Christmas songs | <p>Perform short repeating rhythm and pitch patterns</p> <p>Compare sounds as high/low pitch</p> <p>Copy back melodic patterns</p> <p>Pitch match pentatonic songs with increasing vocal control</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>Compose, retain and recall rhythm and pitch patterns using stick and dot notation</p> | <p>Phrase</p> <p>Pitch</p> <p>Drone</p> <p>Line</p> <p>Space</p> <p>Improvise</p> <p>Compose</p> <p>Texture</p> <p>Ostinato</p> |

Assessment

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

Sing songs with an understanding of phrases

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

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

Compose call and response pieces on the glockenspiel, using the pitch and rhythm range as above