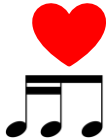


**Thurcroft Infant School**  
**Year 2 Music Summer 2 – By the sea**

<b>Listening and appraising: (whole school listening – singers)</b> <i>To recognise and name some band and orchestral instruments that they can hear</i>				
Week	Singing, musicianship, glockenspiel	Topic-based project	Objectives / learning outcomes	Vocabulary
1	<b>Goodbye everyone</b> - Teach the song goodbye everyone with rhythm actions (see resources) - Explain that a new rhythm is hiding in this song. This rhythm makes three sounds on one beat. As you sing the song again, see if they can work out which body percussion action the new rhythm is on (Knees) - Do the rhythm fingers activity to show the new rhythm too	<b>Sea shanties</b> - Use the video to introduce the song “a drop of Nelson’s blood” and the story behind it - <a href="#">Sea shanty - A drop of Nelson’s Blood (youtube.com)</a> - Discuss whether the beat is counted in 2s/3s or 4s in this song. Try each one while singing it – it is in 4s. - Sing the song while performing the pulse with a strong body percussion sound on beat 1 e.g. stomp and quieter ones on beats 2,3 and 4 e.g. two finger clap	Read and respond to chanted rhythm patterns  Recognise that the pulse can be 2, 3 or 4  Sing as a choir a range of songs, chants and rhymes including sea shanties  Keep the pulse while singing  Respond independently to pitch changes, indicating with actions  Create music in response to a range of stimuli  Play pentatonic melodies and chords on glockenspiels	Pulse Rhythm Ostinato Timbre Texture Chord Drone
2	<b>Goodbye everyone</b> - Sing the song with the rhythm actions again - Sing again, but don’t sing where the new rhythm happens (miss out the word “everyone”) - Show the new rhythm and its rhythm name (tika-ti) 	<b>Sea shanties</b> - Recap the song from last lesson. Use from 6 minutes in the video to sing along to the whole song. Discuss how the melody is the same for each verse and chorus - Watch from 8.58 on the video to begin thinking about personalising the words to the song - Explain that you will create a class version of the shanty that tells a story of the journey from the beginning to the end of their time at Thurcroft infants, celebrating their hard work, as sea shanties are traditionally work songs. Each verse can tell of	Read and respond to chanted rhythm patterns  Recognise that the pulse can be 2, 3 or 4  Sing as a choir a range of songs, chants and rhymes including sea shanties  Keep the pulse while singing	Pulse Rhythm Ostinato Timbre Texture Chord Drone

	<ul style="list-style-type: none"> <li>- Show slide 23 of “introducing staff notation” and sing the song using singing names and hand signals (see resources)</li> </ul>	<p>a different challenge they’ve faced and overcome e.g. I had to learn to write, and it was very hard x3 but I tried until I could</p> <ul style="list-style-type: none"> <li>- Gather some ideas for potential verses, try singing them, save the best ones (aim for 5)</li> </ul>	<p>Respond independently to pitch changes, indicating with actions</p> <p>Create music in response to a range of stimuli</p> <p>Play pentatonic melodies and chords on glockenspiels</p>	
3	<p><b>Goodbye everyone</b></p> <ul style="list-style-type: none"> <li>- Sing the song with actions and with singing names and hand signals</li> <li>- Show the coloured dot music for goodbye everyone</li> <li>- Recap the note names and say the music to the rhythm with the note names</li> <li>- Work in partners to practise playing the first section of the song. Partners help find the correct pitches and could sing the song to help too</li> <li>- Hear some volunteers playing it</li> </ul>	<p><b>Sea shanties</b></p> <ul style="list-style-type: none"> <li>- Sing the original song again</li> <li>- Display the five verses of their class version they came up with last time (added to by the teacher if necessary!)</li> <li>- Sing their class version</li> <li>- Add some actions to each verse to help tell the story</li> </ul>	<p>Read and respond to chanted rhythm patterns</p> <p>Recognise that the pulse can be 2, 3 or 4</p> <p>Sing as a choir a range of songs, chants and rhymes including sea shanties</p> <p>Keep the pulse while singing</p> <p>Respond independently to pitch changes, indicating with actions</p> <p>Create music in response to a range of stimuli</p> <p>Play pentatonic melodies and chords on glockenspiels</p>	<p>Pulse</p> <p>Rhythm</p> <p>Ostinato</p> <p>Timbre</p> <p>Texture</p> <p>Chord</p> <p>Drone</p>
4	<p><b>Goodbye everyone</b></p> <ul style="list-style-type: none"> <li>- Sing the song with actions, singing names and hand signals</li> <li>- Say the second half of the song to rhythm with note names</li> <li>- Practise the second half of the song with partners, as last week</li> <li>- Hear some volunteers playing the second half</li> </ul>	<p><b>Sea shanties</b></p> <ul style="list-style-type: none"> <li>- Sing their class version of the shanty again, with their actions</li> <li>- Explain that they will add a rhythmic ostinato to the performance, to add extra texture to the song</li> <li>- Using the rhythm notation they now know (ta, ti-ti, tika-ti, ti-ka-ti-ka, ta-a, sh) compose a two bar ostinato as a class. Display two rows of 4 hearts to represent the pulse and choose rhythms to put under these. NB if choosing ta-a that it will take up two beats.</li> </ul>	<p>Read and respond to chanted rhythm patterns</p> <p>Recognise that the pulse can be 2, 3 or 4</p> <p>Sing as a choir a range of songs, chants and rhymes including sea shanties</p> <p>Keep the pulse while singing</p>	<p>Pulse</p> <p>Rhythm</p> <p>Ostinato</p> <p>Timbre</p> <p>Texture</p> <p>Chord</p> <p>Drone</p>

		<ul style="list-style-type: none"> <li>- Choose some instruments that would have a suitable timbre for the song and have a group play the ostinato from verse 3 onwards while the rest of the class sing</li> </ul>	<p>Respond independently to pitch changes, indicating with actions</p> <p>Create music in response to a range of stimuli</p> <p>Play pentatonic melodies and chords on glockenspiels</p>	
5	<p><b>Goodbye everyone</b></p> <ul style="list-style-type: none"> <li>- Show slide 26, discuss what the notation might mean with the dots stacked on top of each other (have to play the notes together). Also make sure the class realise the ta-a rhythm being shown</li> <li>- Explain that when you have more than one note playing at the same time, you create a chord</li> <li>- Have a volunteer demonstrate playing both chords. When they have got the ta-a rhythm with one chord, demonstrate playing the melody of goodbye everyone alongside it</li> <li>- Everyone go to practise the melody of goodbye everyone</li> <li>- Play it together as a class if ready</li> </ul>	<p><b>Sea shanties</b></p> <ul style="list-style-type: none"> <li>- Practise the class shanty along with the ostinato from last lesson</li> <li>- Explain that they will now add a drone chord for further texture for the song</li> <li>- Recap meaning of chord from glockenspiel learning</li> <li>- The chord will be the notes D and F on the glockenspiel. Ask a group to play the notes together to a ta-a rhythm as the rest of the class sing</li> <li>- Practise the whole song again, with the ostinato beginning with verse 3 and the chord drone beginning at verse 4</li> </ul>	<p>Read and respond to chanted rhythm patterns</p> <p>Recognise that the pulse can be 2, 3 or 4</p> <p>Sing as a choir a range of songs, chants and rhymes including sea shanties</p> <p>Keep the pulse while singing</p> <p>Respond independently to pitch changes, indicating with actions</p> <p>Create music in response to a range of stimuli</p> <p>Play pentatonic melodies and chords on glockenspiels</p>	<p>Pulse</p> <p>Rhythm</p> <p>Ostinato</p> <p>Timbre</p> <p>Texture</p> <p>Chord</p> <p>Drone</p>
6	<p><b>Goodbye everyone</b></p> <ul style="list-style-type: none"> <li>- Practise the melody of the whole song individually and play as a class</li> <li>- Designate a group to accompany with a chord. Try with one group playing the melody and another playing the chord – children struggling with the melody can play the chord too</li> </ul>	<p><b>Sea shanties</b></p> <ul style="list-style-type: none"> <li>- Practise the class shanty with ostinato and chord drone again</li> <li>- In the last verse, get the class to suggest a way to mark the pulse loudly with body percussion, for a really strong ending to the performance</li> <li>- Practise the whole song, adding this body percussion element to the final verse and a big HEY at the end</li> </ul>	<p>Read and respond to chanted rhythm patterns</p> <p>Recognise that the pulse can be 2, 3 or 4</p> <p>Sing as a choir a range of songs, chants and rhymes including sea shanties</p> <p>Keep the pulse while singing</p>	<p>Pulse</p> <p>Rhythm</p> <p>Ostinato</p> <p>Timbre</p> <p>Texture</p> <p>Chord</p> <p>Drone</p>

			<p>Respond independently to pitch changes, indicating with actions</p> <p>Create music in response to a range of stimuli</p> <p>Play pentatonic melodies and chords on glockenspiels</p>	
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#### Assessment

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

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

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

Play chords on the glockenspiel to accompany a melody

Compose a whole class song with pulse and chord accompaniment