

Music AUTUMN 1 - Year 2

	Learning Objective	Activity	Success Criteria
Unit 17 Lesson 1	To listen to pitch changes in song phrases and to show its melodic lines through hand-movement To identify and show pitch changes more precisely	Remind children of routines for teaching songs – My Turn – Your Turn. Teach and sing with actions for melody. Chest, chest, knee toe Jack in the Box Early in the Morning	Beginning to understand the basic concept of pitch, the relationship of pitch levels and how melody has a pitch –shape.
Unit 17 Lesson 2		Sound Signals using chime bars – p72 Tick Tock see our clock Using chime bars to show pitch	
Unit 17 Lesson 3		Tick Tock See our clock – using different chime bars Willum had Seven Sons	
Unit 18 Lesson 4	To hear and feel song phrases with a 4 beat rhythm.	Down the Road Spinning Top Willum he had 7 sons	Can perform songs and actions with a 4-beat repetitive sequence Can perform songs with visual support and instrumental support Can listen to music with a 4-beat metre.
Unit 18 Lesson 5		Listening Listen to La Toupie & Viensese Music Clock Unit 18. Whilst listening to La Toupie – identify the tempo when the top slows down & then is spun again. Encourage the children to spin along with the music. Music Clock – listen and find the strong beat; using foam hearts (4) – fist bump the first then tap next 3 along with the music.	
Unit 21 Lesson 6	To listen to recorded vocal music To recognize songs from their rhythms only To listen to longer pieces of recorded music	Listen to the two songs – use the question prompts from p84. Sing some of the key songs getting the children to tap the rhythm on the arm.	Can listen to music with interest Can recognise a song from its rhythm pattern.
Unit 21 Lesson 7		Class sings the key songs. Teacher – tap the rhythm of a song – off you go and children join in.	
Unit 21 Lesson 8		Music listening – Entry of the Gladiators and Arrival of the Queen of Sheba.	

SPRING TERM			
Unit 19 Lesson 1	To listen to a specific interval (pitch distance) between two levels of pitch in song melodies To identify the interval with singing names – soh fo higher & me for lower pitch To learn to associate soh and me with their hand signs.	Set 1 – Hey, hey look at me as class sings, using repeated head taps for higher pitch and shoulder for lower pitch. Touching head you sing higher & shoulder you sing higher. Teacher sing soh (higher pitch) me (lower pitch) class copies. Sing the song but to soh and me. Repeat with Hello, how are you. Teacher sings and class copies.	Are beginning to use singing-names (solfa) to identify pitch relationships. Understand and use rhythm names – ta and the-teh.
Unit 19 Lesson 2		Set 3 p79 – introducing the children to the hand signs for soh and me. Teacher sing Here I come modelling use of hand signs and children copy. Repeat with Here I come Give opportunity for children to be the leader.	
Unit 19 Lesson 3		Recap prior learning using hand signs and singing key songs. Set 5 – Melodic Phrases Teacher speak rhythm phrases using ta & teh (see examples on p79) Then to the rhythm sing using soh and me – class copies. Assessing activity p79.	
Unit 20 Lesson 4	To distinguish between rhythm and pulse To feel pulse as a consequence of rhythm	Sin-g Pitter Patter and tap rhythm on palm of hand Class tins and marks the steady heartbeat pulse on chest. 2 groups – 1 tap pulse; 1 tap rhythm whilst singing Groups of 3 – 1 sing; 1 tap pulse; 1 tap rhythm Repeat with Listen, listen here I come Sing Peter taps with one hammer Class sing and tap rhythm on palm of one hand; then sing and mark the pulse with fist on fist taps.	Understand that pulse is the continuous heartbeat Know that rhythm is the pattern of the words. Can understand that rhythm and pulse are mutually related but also different.

		<p>Facing partner sing – 1 tap pulse and 1 tap rhythm In a circle sing Rain, rain go away – tapping rhythm on palm of hand. All turn and face one way to sing and tap rhythm on shoulders of child in front.</p>	
Unit 20 Lesson 5		<p>Set 3 using William he had seven sons. Sing and mark the heartbeat pulse Sing and tap the rhythm Sing phrase 1 and tap the rhythm; for phrase 2 use Thinking Voice and tap rhythm Using two contrasting instruments give them out to the children. Choose 1 for rhythm; 1 for pulse. Compare the 'Entry of the Gladiators' and 'The arrival of the queen of Sheba' Entry of the Gladiators - Give no title, but ask the class whose arrival in the big tent they feel the music announces Arrival of Queen of Sheba – Give no title, but ask class whose arrival in a large palatial building they feel is being announced by the music Split class into two groups – can they recreate the arrival of the two</p>	
Unit 22 Lesson 6	To develop at an early stage in the skills of improvising (inventing)	<p>Using Set 1 and 2 songs and teaching ideas from p87 recap rhythm names; pulse and rhythm. Echo games for spoken rhythm.</p>	<p>Are able to choose from a pool of 4 beat rhythm phrases Beginning to select 4-beat rhythm phrases spontaneously</p>
Unit 22 Lesson 7		<p>Can you play/say this rhythm Using the 4 beat phrases from Set1:- Teacher tap and class copies Teacher speak a phrase, class copies Teacher speak, class taps Teacher taps, class speaks Display a list of Set1 phrases. Select one as refrain and rehearse</p>	

		Two children choose 2 verses. To a steady pulse child 1 speaks a verse; class repeats refrain – repeat with child 2.	
Unit 23 Lesson 8	To compare melodic or rhythm phrases in a song as being the same or different To show that phrases in a song can be the same of different length	Sing Spinning Top – break down singing the different phrases – is the music of the two phrases the same or different? (same) Repeat with Miss Miss (different) Sing Lots of rosy apples and use Rainbow Arc to mark the phrases of the song. Are they the same melodically? (same) Are they the same rhythmically? (different) Set 3 – Here comes a bluebird. Class sings and taps the heartbeat to mark pulse. Each child sings and holds out a hand palm up fingers stretched forward – use fingers to mark how many tapped fingers for each phrase.	Beginning to be more aware of phrases as part of the melodic structure – same or different; longer or shorter
Unit 24 Lesson 9	To teach skills for achieving different levels of loudness (dynamics) To select the appropriate loudness for the music	Sing Hello, How are you? You sing and class replies with same dynamic. Teacher sing loud and class reply quieter. Explain that loudness and quiet is dynamic. Set 3 – Peter taps with one hammer – use dynamic cards and instruments.	Beginning to understand basic skills of controlling dynamics on percussion
Unit 25 Lesson 10	To become aware that speed of the pulse (tempo) is important to music To compare the speed of the pulse in songs	Using songs from Key Songs on p96 change the start ing tempo each time, Listen to Bydlo – slow heavy moving. Can children mark the pulse with heartbeat taps? Repeat with Flight of the Bumble Bee – fast moving. Can they mark the pulse?	Know that tempo is speed of the music Understand that temp is an important feature of musical expression
SUMMER TERM			
Unit 26 Lesson 1	To teach the skills of changing ' own starting pitch	Set 1 – use song Here I come Teacher lead. Change the starting pitch dor each of two repeats and ask the children what did they notice? Repeat the activity using Rain, rain go away.	Beginning to acquire the skill of comparing the starting-pitch of consecutive performances of the same song Are beginning to decide on the starting point by using Thinking Voice
Unit 26		Set 2 using Hickety tickety	

Lesson 2		Teach the song so the children know it really well. Change the starting pitch. Ask children to use Thinking Voice and ask for children to decide on the starting pitch. Repeat with other songs that children know really well.	
Unit 27 Lesson 3	To introduce and understand Simple Time stick notation using ta and teh-teh. To read and write phrases using stick notation	Set 1 activities and teaching points on p101	Beginning to use spoken rhythm names Are able to read and write musical notation with simple stick notation
Unit 27 Lesson 4		Set 2 – p102 using stick notation. Set 3 – using notation cards show the card and the children read the stick notation using ta and teh-teh.	
Unit 28 Lesson 5	To add a third singing name – lah to soh and me. To work aurally with l-s-m To improvise pitch to given rhythm notation	Set 1 –Teaching Ideas p104 Use songs Tick Tock and Starlight star bright. Set 2 – Teaching Ideas p104 – again use Tick Tock and repeat with Bounce high Bounce low.	Have added a crucial link in the singing names chain Secure in their skills of understanding of pitch and melody.
Unit 28 Lesson 6		Set 3 p105 Teaching Ideas Singing name phrases and the human keyboard. Combine stick notation and solfa names to improvise a 4 beat phrase.	
Unit 29 Lesson 7	To add the ta rest (silence) to simple time rhythm	Set 1 Sing Bow, wow, wow – and mark the pulse with tapped heartbeat. Where there is a gap on the melody class insert a short single woof. Ask how many woofs? Repeat with Mice, mice. Set 2 Sing and tap the rhythm of Rain is falling down and where there is a rhythmic gap insert a 'plop' of rain. Listen to 'The Typewriter' and focus on identifying the rests – silence in the music. Can they hear the bell when the typewriter carriage is moved? Find on Youtube the percussionist Martin Breinshmid performing on an actual typewriter.	Can tap a 4-beat rhythm phrases that include a rest Can use appropriate notation names to read and to write stick notation

Unit 29 Lesson 8		Set 3 – use the guidance and diagrams on p108 and songs learnt.	
Unit 30 Lesson 9	To reinforce performing and listening skills, concepts, games and songs learnt	Set 1 –Performing Starlight Star bright – changing the starting tempo. Here I come – leader who start change one element – starting pitch, tempo or dynamics. Set 2 – Concepts. Teaching Ideas on p111	
Unit 30 Lesson 10		O Polichinelo – by the Brazilian composer Hector Villa-Lobos; YouTube – number of videos some with two pianists – let the children watch the fast movement of the fingers. Children record words to describe the impish behaviour of Mr Punch	