

In the next two lessons, all the musical learning and activities will be focused around the song **I Wanna Play In A Band**.

Playing in a band is really fun and can be a great way to make friends. Be creative by playing your instruments, improvising and composing along to the song, I Wanna Play In A Band. How do these musical activities make you feel?

The 'Musicianship' activity in this lesson provides you with options. When you have decided which option best suits your class, perhaps use the remaining options as extension activities. If not, there are opportunities to cover all options throughout the year.

Each unit has a Musical Spotlight and a Social Question and sets out sequences of learning around songs in key musical areas.

Musical Spotlight: Exploring Improvisation

Use the Musical Spotlights flexibly within each lesson. Tell your audience about them when introducing your performance. See the Unit Overview document for more information.

Social Question: How Does Music Make Us Happy?

Please refer back to this question as you move through the lessons and the unit. Perhaps ask the children to talk about it in performances and assessments. See the Unit Overview document for more information.

The Musical Features in this lesson:

Musicianship - Understanding Music:

- Time Signature: 2/4
- Key Signature: G major
- Copy back and create rhythmic patterns using: Minims, crotchets and quavers
- Copy back and create melodic patterns using: G, D

Musicianship - Improve Together:

- Time Signature: 2/4
- Key Signature: G major
- Improvise section using: G, A, B, C, D

Some musical information about the song:

- Musical Style: Rock
- Key: F major
- Time signature: 4/4

The Musical Activities in this song:

- Play instruments with the song, using the notes F, G, A, B \flat , C, D
- Improvise with the song, using the notes F, G, A
- Compose with the song, using the notes F, G, A, C, D

Musical Elements:

- Pulse/Beat - the heartbeat of the music
- Rhythm - long and short sounds over a steady beat or pulse
- Pitch (Melody) - high, low, rising, falling
- Tempo - fast, slow
- Dynamics - Loud (forte), quiet (piano)
- Timbre - different instrumental and vocal sounds
- Texture - layers of sound building, solo, unison
- Structure (Form) - introduction, verse, chorus, ostinato, riff, call and response, question and answer, copy back/echo

The Lesson (45 minutes or one hour)

This colour denotes deeper learning possibilities.

Please read the **Model Music Curriculum Scheme Guide** and the **Musical Progression Guide** for complete information about each activity (located on the Model Music Curriculum Scheme homepage).

These are the Year 2 documents you will need for this lesson (located in the Planning and Support section on each Unit Summary homepage):

- Unit Overview
- Listen and Respond Guide
- Knowledge Organiser
- My Music Passport
- Key Learning

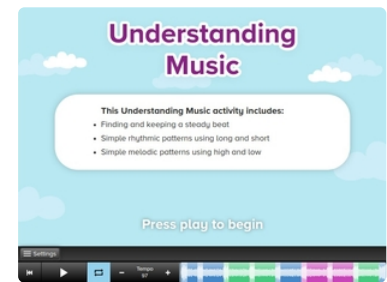
Musicianship Options

As a class, complete the Understanding Music activity in each step. The musical learning in Understanding Music is central to each unit, so please use *Improvise Together* as an optional activity for variation and enrichment.

Understanding Music - Year 2 Unit 5

Understanding Music starts every lesson in every unit. Its aim is to bring everyone together at the beginning of the lesson to learn, embed and revisit all the musical learning for the unit. It features a specially-created activity track with different musical activities that teach the beginnings of music theory needed for the unit.

In each lesson, the activities are repeated and therefore musical skills are also repeated, so the learning deepens.



Learning Focus

- Find and try to keep a steady beat
- Very simple rhythm patterns using long and short
- Very simple melodic patterns using high and low
- Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion
- Create rhythms using word phrases as a starting point
- Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and their rests
- Create and perform your own chanted rhythm patterns

Knowledge and Skills

- Move in time with a steady beat
- Copy back simple long and short rhythms with clapping
- Have fun warming up your face, body and voice
- Copy back singing simple high and low patterns
- Copy back the rhythmic words - you can say them and clap them
- Understand that the speed of the beat can change, creating a faster or slower pace (tempo)
- Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo
- Walk in time to the beat of a piece of music or song
- Know the difference between left and right to support coordination and shared movement with others
- Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats
- Internalise, keep and move in time with a steady beat in 2/4 time
- Copy back rhythms from memory or with notation
- Listen to the rhythms provided and create a simple rhythmic answer
- Create and/or identify rhythm patterns using minims, crotchets, quavers and their rests
- Listen to and copy back two-note melodic patterns using the notes G and D (doh and soh) from memory and with notation
- Listen to melodic patterns using G and D and create a simple melodic answer, using rhythmic combinations of minims, crotchets, quavers and their rests
- Begin to understand the importance of warming up your face, body, and voice
- Copy back simple melodic patterns using voices (solfa option in settings)

Notes

Improvise Together - Year 2 Units 5,6

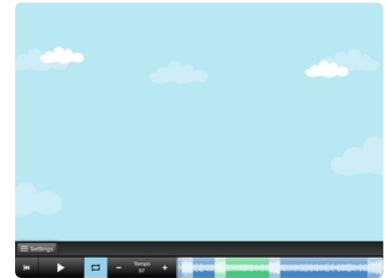
This activity gives you the opportunity to practise improvising together. There isn't an improvise activity with every song, so here you can practise your ideas together.

Learning Focus

- Find and try to keep a steady beat
- Very simple rhythm patterns using long and short
- Very simple melodic patterns using high and low
- Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion
- Create rhythms using word phrases as a starting point
- Read and respond to chanted rhythm patterns, including minims, crotchets, quavers and their rests
- Create and perform your own chanted rhythm patterns

Knowledge and Skills

- Begin to create your own musical ideas using the given notes
- Improvisation is about making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them
- Everyone can improvise!
- Improvise simple riffs using question and answer phrases



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Listening

Listen and Respond - I Wanna Play In A Band

The Listen and Respond activity has three on-screen tabs to work through:

1. Listen
2. Respond
3. Did You Know?

Encourage the children to listen, move, dance, march and enjoy the music. Use the prompts on-screen to discuss the music, how it makes us feel and why. Try to relate to musical concepts such as beat, tempo, dynamics etc. 'Did You Know?' explores one or two of the following: musical, cross-curricular, historical and cultural connections to the song.



Teaching and learning are enriched by understanding the stories, origins, traditions, history and social context of the music the children are listening to, singing and playing.

Please use the Listen and Respond Guide, but here are some discussion points for extension:

Encourage the children to move to the music in the way they feel most comfortable. Allow them to respond to the music with movement. Discuss what you all think the composer's intentions were, using musical vocabulary.

Discuss the music you have listened to in greater depth, talk about the musical features for this lesson and how they might fit into the music. You can use the questions from previous units to start you off.

Learning Focus

- Listen together and find the beat of the music
- Take it in turns to talk about the song and explore feelings, thoughts and emotions towards the song
- Explore an understanding of the musical concepts related to the song and how they fit
- *Try to use musical language when describing the music*
- What else did you find out about the song?

Knowledge and Skills

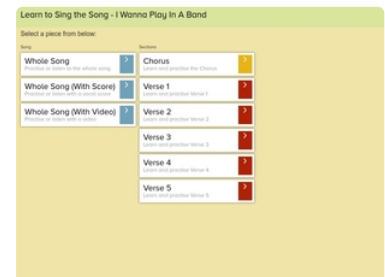
- Share your thoughts and feelings about the music together
- Find the beat or groove of the music
- Understand that the speed of the beat can change, creating a faster or slower pace (tempo)
- Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo
- Walk in time to the beat of a piece of music or song
- Know the difference between left and right to support coordination and shared movement with others
- Begin to group beats in twos and threes, by tapping knees on the first (strongest) beat and clapping the remaining beats
- Identify the beat groupings in familiar music that they sing regularly and listen to
- Learn about, explore and discover the song/piece's musical concepts and style
- Understand and describe the meaning of the song/piece and any lyrics, try to use some musical words
- Explore where the song/piece fits in the world and why it was written. What is its style and what instruments can you hear?
- *If you like this song/piece, perhaps listen to and learn about other songs or pieces of music that are similar*

Notes

Singing

Learn to Sing the Song - I Wanna Play In A Band

The on-screen resource will assist you with listening and learning to sing the songs. A flexible approach gives you the option to listen to, learn and/or sing along with the songs.



Learning Focus

- Sing together as a group and have fun
- Stand up straight and breathe from deep within
- Move to the music
- Describe what the song is about - is there a story?
- Follow a leader
- Incorporate any actions from the song

Knowledge and Skills

- Understand the meaning of the song and what it was intended for
- Understand the importance of vocal warm-ups
- Singing as part of an ensemble or large group is fun, but you must listen to each other
- Know that the song has a steady beat
- *Learn the design/structure of the song*
- *Enjoy singing a solo*
- Know the meaning of dynamics (loud/quiet) and tempo (fast/slow)

Notes

Playing

Play Your Instruments with the Song - I Wanna Play In A Band

On the screen, you will see animated glockenspiel and recorder parts. Decide together who will play which instrument.

On the screen, you will see animated glockenspiels and recorders playing differentiated parts by ear. The recorder is introduced in this grade and the notes B, A, G, C and F are taught. **THIS IS OPTIONAL** but if you wish to practise the recorder, please see the additional recorder course. Start with the instrumental parts that are relevant for your class and then differentiate accordingly.

The sheet music tab will give you access to a more challenging and differentiated notated part.



Learning Focus

- To play and perform an instrumental part by ear or from *standard notation* and as part of the song being learnt
- To play and perform an instrumental part by ear or from standard notation

The Glockenspiel parts use the following notes:

- Part 2: F, C, D
- Part 1: F, C, D

The Recorder parts use the following notes:

- Part 2: G, A, B \flat , C
- Part 1: G, A, B \flat , C

Knowledge and Skills

- Play a part on a tuned instrument by ear or *from notation*
- Rehearse and perform their parts within the context of the Unit song
- Playing together and everybody keeping the beat
- Listen to and follow musical instructions from a leader
- Learn to treat instruments carefully and with respect

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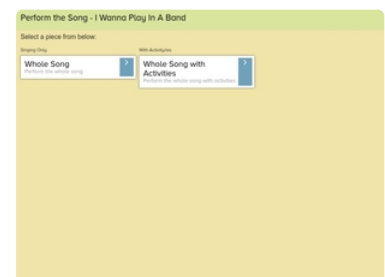
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Performing

Perform the Song - I Wanna Play In A Band

Here, you have the opportunity to share the fun you had in the lesson. You can sing and add any of the musical activities you have practised with the song. Create and present a holistic performance. This will be a short performance for sharing at the end of the lesson. As a class, you can perform at any time to an audience. You might decide to choose some of your songs to perform as part of your Step 6 assessment. You might decide to organise a special concert at a different time. It's up to you! Talk together about each element of your lesson and what you would like to perform. Share thoughts and feelings.

It's a good idea to record your 'end of lesson' sharing as part of the **formative assessment** process. You will have the option to revisit and perform a song/songs of your choice in Step 6 as part of the **summative assessment** process. Talk about the progress you have made.



Learning Focus

Share a performance of the learning that has taken place in the lesson.

Knowledge and Skills

- Create and present a holistic performance with an understanding of the song you are singing and where it fits in the world
- Present what has been learnt in the lesson with confidence
- *Introduce the performance with an understanding of what the song is about and anything else connected to it and you*

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