



## Year 2 – I Wanna Play in a Band

<b>Key Focus of the Unit</b>	<p>I Wanna Play In A Band by Joanna Mangona – a Rock song for children.</p> <p>This unit contains all the classic teaching resources you would expect; Listen &amp; Appraise apps, new progressive Warm-up Games, Flexible Games, new progressive improvisation resources, and a new compose tool. The supporting lesson plans and documentation have been streamlined with a revised and fully supportive Activity Manual. I Wanna Play In A Band is a Rock song written especially for children. In this song you learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs.</p>		
<b>Objectives</b>	<ul style="list-style-type: none"><li>- Copy and clap back rhythms.</li><li>- -Make up your own rhythms and perform to a group.</li><li>- Playing instruments using up to three notes F or D and C.</li><li>- Perform as a class and introduce your performance to an audience.</li></ul>	<b>Vocabulary:</b>	<ul style="list-style-type: none"><li>• Pulse – the regular heartbeat of the music; its steady beat.</li><li>• Rhythm – long and short sounds or patterns that happen over the pulse.</li><li>• Pitch – high and low sounds.</li><li>• Improvise: To make up a tune and play it on the spot. There is an assumption that it can never be recreated.</li><li>• Composing: Creating and developing musical ideas and ‘fixing’ them.</li><li>• Dynamics: A musical dimension indicating how loudly or quietly the music is being played.</li><li>• Tempo: A musical dimension that describes how fast or slowly the music is played.</li><li>• Melody: Another name for tune.</li><li>• Rock music: Came from Rock’n’roll of America in the 1950s and 1960s. It is characterised by loud guitars and drums due to the heavy amplification, strong bass line and driving rhythms.</li></ul>
<b>Prior learning/Understanding</b>	Previously children have explored pulse, rhythm and pitch and responded to music through rapping, dancing and singing.	<b>Key Local Links:</b>	Solfest is one of Cumbria’s largest music festivals, but is operated by a team of volunteers who strive to keep the festival free from corporate sponsorship. The festival features a range of genres, and has attracted some fairly well known names in previous years. Along with the music across

<p><b>Future learning/Understanding</b></p>	<p>Preparation for Year 4, playing together in a band or ensemble and following a leader / conductor. The children will begin to experiment Improvising simple solo melodies and have the opportunity to record the composition in any way that is appropriate.</p>	<p><b>Common Misconceptions:</b></p>	<p>7 stages including rock, there are arts and crafts workshops, street performers, and an area dedicated to children’s activities.</p> <p>Some believe that rock music is against religion as some bands propagate anti-Christian slogans, however, the majority of rock bands simply do not support religion, but they are not against it. Moreover, there are many subgenres in rock music that might be considered completely inoffensive. If we take the Beatles as an example and analyse their songs, we will see that the only thing they cherished was freedom as it was in the 60’s.</p>
<p><b>Suggested Activities</b></p>	<p><u>Musical Activities</u></p> <ul style="list-style-type: none"> <li>● Clapping Rhythms</li> <li>● Copy and clap back rhythms</li> <li>● Clap the rhythm of your name</li> <li>● Clap the rhythm of your favourite food</li> <li>● Make up your own rhythms Singing in all the different styles!</li> </ul> <p><u>Playing instruments using up to three notes</u></p> <p>– F or D and C. Which part did you play? Improvise using the notes F + G:</p> <ul style="list-style-type: none"> <li>● Challenge 1 Clap and Improvise</li> <li>● Challenge 2 Sing, Play and Improvise</li> <li>● Challenge 3 Improvise Which challenge did you get to? <ul style="list-style-type: none"> <li>- Compose a simple melody using simple rhythms, choosing from the notes F + G or F, G + A.</li> <li>- Perform &amp; Share A class performance of I Wanna Play In A Band.</li> <li>- Introduce your performance to your audience.</li> </ul> <p><i>Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together</i></p> </li> </ul>	<p><b>Assessment tasks</b></p>	<p><u>Teacher Assessment</u></p> <ul style="list-style-type: none"> <li>● Most will be able to march and find the pulse.</li> <li>● Some sing and dance together in time using actions and words.</li> <li>● Others will compose and perform a simple melody using F, D and C (G and A for advanced).</li> </ul>

	<i>afterwards. How did it make you feel? Will you record it?</i>		
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