

Music

Medium Term Plan

Y2 - Dynamics, Tempo and Motif's - Autumn 2



Y2 - Dynamics, Tempo and Motif's		The Pillars of Progression	Vocabulary of Interrelated Dimensions
Class Text	The Planets	<p>Technical Competence in controlling sound (instrumental, vocal or with musical technology). Use of a communication system such as staff, notation or guitar tab)</p> <p>Constructive Knowledge of the musical elements/interrelated dimensions of music. Knowledge of the components and composition.</p> <p>Expressive Musical quality. Musical creativity. Knowledge of musical meaning across the world and time.</p>	<p>Pulse The regular heartbeat of the music. Steady beat.</p> <p>Rhythm Long and short sounds or patterns that happen over the pulse.</p> <p>Pitch High and low sounds.</p> <p>Tempo Speed of the music- fast, slow or in-between.</p> <p>Dynamics How loud or quiet the music is.</p> <p>Timbre All instruments including voices have a very different sound quality (e.g. the violin is a different sound quality to the violin)</p> <p>Texture Layers of sound working together to make music very interesting to listen to.</p> <p>Structure Every piece of music has a structure (e.g. introduction, verse, chorus, ending)</p>
Hook	Children will look at the mystery planet and discuss what it could be and share ideas and thoughts with peers		
Topic Reflection	Children will perform their taught skills to the Foundation Stage pupils.		
Topic Outcome	Children will compare pieces of music from the same composer and use this to inspire their own motif. Children will be able to talk about musical motifs and pieces using tempo, dynamics and pitch as part of the interrelated dimensions of music.		

Composer:		
Anna Clyne	Anna was an English Composer and is now a resident in the US. She has worked in both acoustic and electro acoustic music. She began writing music as a child, completing her first composition at age 11. She studied music at the University of Edinburgh and then later moved to Manhattan and went to the School of Music.	CSO: One minute of music from Anna Clyne's Night Ferry - YouTube https://www.youtube.com/watch?v=No5M3jjP-Dw https://www.youtube.com/watch?v=vFShkRMvCs

Previous Skills		
Understand difference between Pulse and Rhythm Clap their name in time to a beat Claps a pulse of different tempos	Repeat short rhythmic patterns Create a rhythm Sing in a group	Begin to know the difference between pulse and rhythm by ear. Perform examples of Pulse and Rhythm vocally, body percussion and untuned percussion

Lesson	Pillar of Progression	Learning Objective	Lesson Outcome	ARE Success Criteria	Vocabulary and Language Structures
Lesson 1	Listening, Composing	LO: Create a simple soundscape for effect.	Play the relaxing space music and ask the questions on Kapow website. Give children a series of pictures and children will tell a story using sounds. Twinkling for stars, whooshing through space, rocket door opening etc. Give groups a picture and give them time to compose their own. Record this to play during Lesson 5.	I can use my voice to create sound. I can offer ideas and suggestions for making sounds. I know dynamics means the volume of the music and how it gets there. I can create atmosphere by creating dynamics.	Dynamics, space, loud, quiet, groups. I like the music because... I can make this sound... because it sounds like... I can change the dynamics of the music because...
Lesson 2	Listening and attention	LO: Listen to and recognise some basic elements of music.	Listen to Mars by Holst. Draw/let the pencil move to the music. Introduce the terms pitch and dynamics. Get children to make actions when the pitch changes and when the dynamics change. Repeat for each skill. Discuss what instruments can be heard in the music and match the names of the instrument to the image or sound. See Kapow for additional links	I can recognise differences in dynamics. I can recognise different instruments and begin to name them. I can use appropriate vocabulary to describe music. I can explain the mood of a piece of music.	Dynamics, pitch, music, composer, instruments, violin, viola, flute, clarinet, trumpet. The pitch is... The dynamic is... It changes from ... dynamic to ... dynamic.
Lesson 3	Listening, performing	LO: Compare two pieces of music.	Listen to the two pieces by Holst. Children to discuss using the vocabulary of tempo, timbre and dynamics (repeat the pen-drawing activity to support changes in music). Children to work as a whole class to use body percussion and sound to demonstrate parts of the pieces. Once children have a bank of sounds/noises/actions, send them into pairs and make "play guess the piece". Children to describe using tempo, dynamics and pitch the sound they have heard before saying which piece they think it is.	I can compare two pieces of music by the same composer. I can identify changes in dynamics and use the appropriate musical vocabulary. I can name and recognise different instruments.	Compare, composers, dynamics, tempo, pitch, sounds, music, Holst. The pieces are similar because... The pieces are different because... I can hear... which is different to...

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Lesson 4	Performing, composition	LO: Create short sequences of sound.	Children to listen to a new piece by Holst and discuss using the musical terminology from the previous lesson. Children to listen to the music on the Kapow slideshow and pick out the motif (small group of notes played in a particular order). Children to practise using the glockenspiels some of the motifs. Children to perform these to the class. Allow children to create their own and perform to the class working in partners. Children to record these using these for use in the next lesson.	I know and understand what a motif is. I can play a simple motif. I can create a motif. I can notate or create a visual representation of my motif.	Motif, compose, create, notate, tuned percussion. A motif is... I like the sound of my motif. I have used... I like the motif from... because...
Lesson 5	Performing, composing	LO: Create short sequences of sound and perform with some accuracy.	Children to get into the same partners from the previous week. Give simple motifs to perform and practise. Allow children to come up with their own simple motif, record this and perform. Encourage children to think about the dynamics of the piece and how they can change this.	I can create and play a simple motif using visual representation to record it. I can begin to use dynamics to enhance my motif. I can perform my motif with some accuracy.	Motif, soundscape, perform, audience. A motif is... I like the sound of my motif. I have used... I like the motif from ... because...
Lesson 6	Performance to Y1 - Children to perform their space soundscapes and motif's to children in Y1				

Endpoints:

Knowledge, skills and understanding:

Know dynamics means the volume of the music and how it gets there

Know the pitch is how high or low a sound is

Know the tempo is the speed of the music

Know that a motif is a small group of notes played in a particular order

Describe a piece of music using some of the interrelated dimensions of music

Use my voice to create sound

Name some simple instruments

Compare two pieces of music using musical vocabulary

Play a motif on tuned percussion instruments

Perform to an audience.