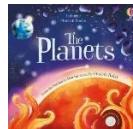


Medium Term Plan for Music

Y2- Autumn 2

Dynamics, tempo and motifs

Class Text:



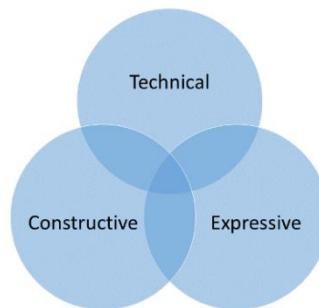
Topic Outcome: Children will compare pieces of music from the same composer and use this to inspire their own motif. Children will be able to talk about musical motifs and pieces using tempo, dynamics and pitch as part of the interrelated dimensions of music.

The Pillars of Progression

Technical- competence in controlling sound (instrumental, vocal or with musical technology). Use of a communication system such as staff, notation or guitar tab)

Constructive- Knowledge of the musical elements/interrelated dimensions of music. Knowledge of the components and composition.

Expressive- Musical quality. Musical creativity. Knowledge of musical meaning across the world and time.



Performing composing and listening



Composer
Anna Clyne

Anna is 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.

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.

Vocabulary of Interrelated Dimensions

Pulse- the regular heartbeat of the music. Steady beat.

Rhythm- long and short sounds or patterns that happen over the pulse.

Pitch- high and low sounds.

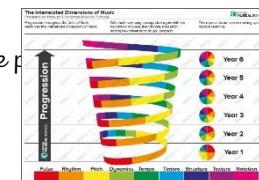
Tempo- speed of the music- fast, slow or in-between.

Dynamics- how loud or quiet the music is.

Timbre- all instruments including voices have a very different sound quality (e.g. the violin is a different sound quality to the violin)

Texture- layers of sound working together to make music very interesting to listen to.

Structure- every piece of music has a structure (e.g. introduction, verse, chorus, ending)



Previous Knowledge, skills and understanding

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

	<u>Pillar of Progression</u>	<u>Learning Objective</u>	<u>Lesson Outcome</u>	<u>Success Criteria</u>	<u>Vocabulary and language structures.</u>
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 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	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.

			instrument to the image or sound. <i>See Kapow for additional links</i>		
Lesson 3	Listening., performing	LO: Compare two pieces of music.	<p>Listen to the two pieces by Holst.</p> <p>Children to discuss using the vocabulary of tempo, timbre and dynamics. (repeat the pen drawing to the activity to support changes in music)</p> <p>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 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.</p>	<p>I can compare two pieces of music by the same composer.</p> <p>I can identify changes in dynamics and use the appropriate musical vocabulary.</p> <p>I can name and recognise different instruments.</p>	<p>Compare, composers, dynamics, tempo, pitch, sounds, music, Holst.</p> <p>The pieces are similar because...</p> <p>The pieces are different because...</p> <p>I can hear... which is different to...</p>
Lesson 4	Performing, composition.	LO; Create short sequences of sound.	<p>Children to listen to a new piece by Holst and discuss using the musical terminology from the previous lesson.</p> <p>Children to listen to the music on the Kapow slideshow and pick out the motif (small</p>	<p>I know and understand what a motif is.</p> <p>I can play a simple motif.</p> <p>I can create a motif.</p> <p>I can notate or create a visual representation of my motif.</p>	<p>Motif, compose, create, notate, tuned percussion.</p> <p>A motif is...</p> <p>I like the sound of my motif. I have used...</p> <p>I like the motif from Because...</p>

			<p>group of notes played in a particular order).</p> <p>Children to practise using the glockenspiels some of the motifs.</p> <p>Children to perform these to the class.</p> <p>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.</p>		
Lesson 5	Performing, composing	LO: Create short sequences of sound and perform with some accuracy.	<p>Children to get into the same partners from the previous week. Give simple motifs to perform and practise.</p> <p>Allow children to come up with their own simple motif, record this and perform.</p> <p>Encourage children to think about the dynamics of the piece and how they can change this.</p>	<p>I can create and play a simple motif using visual representation to record it.</p> <p>I can begin to use dynamics to enhance my motif.</p> <p>I can perform my motif with some accuracy.</p>	<p>Motif, soundscape, perform, audience.</p> <p>A motif is...</p> <p>I like the sound of my motif. I have used...</p> <p>I like the motif from Because...</p>
Lesson 6	<h2>Performance to Y1-</h2> <p>Children to perform their space soundscapes and motifs to children in Y1.</p>				
Endpoints:	<p>Knowledge, skills and understanding:</p> <p>Know dynamics means the volume of the music and how it gets there.</p> <p>Know the pitch is how high or low a sound is.</p> <p>Know the tempo is the speed of the music.</p> <p>Know that a motif is a small group of notes played in a particular order,</p> <p>Describe a piece of music using some of the interrelated dimensions of music.</p>				

	<p>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.</p>
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