





Hartford Primary School

YEAR GROUP	2	SUBJECT	Music Call and response	Unit	1
National Curriculum Statements	Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: dynamics.				
Prior Learning (What should they already know)	Children have made loud and soft sounds with their voices and instruments.				
RETRIEVAL VOCABULARY	Rhythm, dynamics,		NEW VOCABULARY	Percussion instruments	

	Essential Learning for this lesson	Suggested teaching tasks/approaches	New Knowledge – What I'm leaving the lesson with
LESSON 1	To create short sounds with varied dynamics	The children create a variety of sounds using varied dynamics which represent animals. Create a section of sound to represent you animal. Children could use voices or instruments or a combination.	<ul style="list-style-type: none"> I can change the volume of my sound. I can create different dynamics using the same instrument. I can work as part of a group to create a short section of sounds that represents an animal.
LESSON 2	Copy sound patterns	<p>Listen to the <i>Audio: 'Marimba class' by Neil Sidwell. Audio is on Kapow. Possible questions for the children include;</i></p> <ul style="list-style-type: none"> Have you heard music like this before? Does the music remind you of any songs or other music? Does the music make you think of a place? How does the music make you feel? 	<ul style="list-style-type: none"> I can describe my ideas about a piece of music. I can accurately copy a sound pattern by clapping. I can clap a sound pattern in time with the music.

		<p>Create sounds and movements to match the animals with a focus on varied dynamics.</p> <p>The children will be shown a visual sound pattern. They can clap these back. See Kapow for pre prepared sound patterns on presentation.</p>	
LESSON 3	To create sound patterns based on call and response.	<p>Children use their voices and claps to demonstrate call and response. (e.g. 'What pattern is on a tiger? Stripes'). Possible options on Kapow presentation.</p> <p>Play the calls and responses using only the instruments, without speaking the words.</p>	<ul style="list-style-type: none"> - I can demonstrate what call and response is in music. - I can copy a sound pattern using an instrument.
LESSON 4	Perform focusing on dynamics	<p>Children will be developing and performing the compositions started in the last lesson.</p> <p>Extension – create a whole class ensemble and perform.</p>	<ul style="list-style-type: none"> • I can play my composition using a simple pattern on an instrument. • I can improve my music by changing the dynamics (the volume).

Helpful resources to reference	Kapow has presentations and resources which could be used.
--------------------------------	--

<div>   </div> <div>Hartford Primary School</div>					
YEAR GROUP	2	SUBJECT	Music- Instruments Musical story telling	Unit	2
National Curriculum Statements	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the interrelated dimensions of music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 				

	<ul style="list-style-type: none"> Play tuned and untuned instruments musically. 		
Prior Learning (What should they already know)	In call and response unit children began to consider how some of a story could be retold using sound and dynamics.		
RETRIEVAL VOCABULARY	Dynamics- Soft or loud,	NEW VOCABULARY	Tempo (fast or slow), sound effects, instrumental

	Essential Learning for this lesson	Suggested teaching tasks/approaches	New Knowledge – What I'm leaving the lesson with
LESSON 1	<p>To explore listening and analysing a piece of music in relation to a story focusing on tempo and dynamics.</p> <p>To explore how music and sound effects can tell a story.</p>	<p>Listen to contrasting pieces of music and get the children to keep the pulse to different tempos. Music on Kapow – The Three Bears A Phantasy https://video.link/w/iqDe</p> <p>Talk about the changes to the pieces dynamics and tempo.</p> <p>Listen to music and describe it using taught musical elements (tempo, dynamics) Knock on something wooden. Can the children find something in the room that could make that noise? Can they find an instrument that can make that noise. Watch do you want to build a snowman from Frozen. https://video.link/w/vl66bce65189424# Think about the dynamics of the different sound effects. – visuals/ story flashcard on Kapow to support.</p>	<p>I can recognise changes in the tempo of the music.</p> <p>I can recognise changes in the dynamics of the music.</p> <ul style="list-style-type: none"> I can explain how music is used to support a story. I can use musical vocabulary to describe a piece of music.
LESSON 2	To select appropriate sounds to match	Recap on dynamics and tempo by demonstrating on claves and getting the children to describe what you are playing.	<ul style="list-style-type: none"> I can select appropriate tempo changes to represent events. I can select appropriate dynamics to represent emotions.

	events, characters and feelings in a story.	<p>Look at the story of little red riding hood. How do the characters feel at the different parts of the story? What tempo and dynamics could go with that emotion?</p> <p>Ask the children to work together to tell the story through music, using different tempos and dynamics as appropriate. Encourage the children to use their instruments together as a group to create collective sounds when representing each section of the story</p>	
LESSON 3		<p>Use the story of Jack and the Beanstalk and retell using sound effects in small groups or pairs. Remember to focus on dynamics and tempo.</p> <p>Perform your piece.</p>	<ul style="list-style-type: none"> • I can decide if an event needs a loud or soft sound. • I can suggest changes to dynamics and tempo. • I can explain my choices. • I can work as part of a group to rehearse and perform a story. • I can perform clearly and confidently.
Helpful resources to reference		Resources and presentations are available on Kapow.	