

Sing Up Music – Year 2: *TIME*

Pieces: *TIME* by Lily May, *The clock song* by Steve Grocott, *Scales and arpeggios* by Richard M. Sherman and Robert B. Sherman.

About the unit: The piece *TIME* has a palindromic structure – each musical part is introduced in sequence, building to a peak (the alarm clock rings), the parts then decay in the order they were introduced right back to the beginning, a ticking clock. The word ‘clock’ comes from the Latin word – ‘clocca’ meaning ‘bell’ and is also the root of the instrument name ‘glocken’-spiel (bell play).

TIME is an exploration of beat and beat division, structure, and textural layering. It has great flexibility in its pedagogical application.

Musical focus: Beat and beat division (minims, crotchets, and quavers), early tuned percussion techniques, structure (palindrome), ensemble playing, texture (layers – adding and taking away), C major scale, alternating chords C and G major.

Musical learning:

- Hold beaters and instruments correctly, achieving a good tone from the instruments.
- Play the triangle, tambourine, and clave rhythms over a steady beat.
- Sing and play a C major scales.
- Play Parts 1 and 2 of *TIME* (tuned percussion).
- Participate in an ensemble performance.

National Curriculum for Music KS1 coverage:

Use voices expressively and creatively by singing songs and speaking chants and rhymes.	<input checked="" type="checkbox"/>
Play tuned and untuned instruments musically.	<input checked="" type="checkbox"/>
Listen with concentration and understanding to a range of high-quality live and recorded music.	<input checked="" type="checkbox"/>
Experiment with, create, select, and combine sounds using the interrelated dimensions of music.	<input checked="" type="checkbox"/>

Model Music Curriculum YEAR 2 coverage:

Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control.	<input checked="" type="checkbox"/>
Listen to recorded performances.	<input checked="" type="checkbox"/>
Understand that the speed of the beat can change, creating a faster or slower pace (tempo).	<input checked="" type="checkbox"/>
Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.	<input checked="" type="checkbox"/>

Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.	<input checked="" type="checkbox"/>
Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.	<input checked="" type="checkbox"/>