

Year 2 - Term 1

Title No. lessons	Musical learning	Musical material
<p><i>Tony Chestnut</i></p> <p>-</p> <p>6 lessons</p>	<p>Focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Improvise rhythms along to a backing track using the note C or G. • Compose call-and-response music. • Play the melody on a tuned percussion instrument. • Sing with good diction. • Recognise and play echoing phrases by ear. 	<p>Song Bank: <i>Tony Chestnut; Hi lo chicka lo.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>I want you to be my baby</i> (Louis Jordan & his Tympany Five). • <i>Pitch pencils</i> video from Sing Up's Developing musicianship toolkit. • <i>Hi lo chicka lo</i> progression snapshot 1 videos (Sing Up). • <i>Fanfarra (Cabua-le-le)</i> (Sérgio Mendes).
<p><i>Carnival of the animals</i></p> <p>-</p> <p>3 lessons</p>	<p>Focus: Timbre, tempo, dynamics, pitch, classical music.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Select instruments and compose music to reflect an animal's character. • Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. • Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. • Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement. 	<p>Song Bank: <i>I once saw an elephant.</i></p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • 'Aquarium', 'Characters with long ears', 'Fossils', 'The swan', 'Tortoises', 'The elephant' and 'Aviary' from <i>Carnival of the animals</i> (Camille Saint-Saëns). • <i>Danse macabre</i> (Camille Saint-Saëns).
<p>Composing music inspired by birdsong</p> <p>-</p> <p>3 lessons</p>	<p>Focus: Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Invent simple patterns using voices, body percussion, and then instruments. • Follow signals given by a conductor/leader. • Structure compositional ideas into a bigger piece. • Improvise solos using instruments. 	<p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Skylark</i> – singing and chirping birds in the spring sky (Wildlife World). • <i>The birds</i> (P.154 – V. The cuckoo) (Ottorino Respighi). • <i>Oiseaux exotiques</i> (Olivier Messiaen). • <i>The lark ascending</i> (Ralph Vaughan Williams).