

Music	Year 2	Music for dancing/sea shanties	Term 5	2018-19
<p><b>Key vocabulary: pitch, tempo, pulse, sections, folk, sea shanty, dance music</b></p> <ul style="list-style-type: none"> <li>perform, listen to, review and evaluate music ;learn to sing and to use their voices, to create and compose music on their own and with others; understand and explore how music is created, produced and communicated</li> </ul>				
<p><b>Factual knowledge:</b></p> <ul style="list-style-type: none"> <li>Dance music usually has a definite pulse, a beat.</li> <li>Many folk dances are structured around moves that take 4 or 8 'beats' to perform.</li> <li>English folk dance tunes have two distinct melodies played in succession, an A and a B tune.</li> <li>The steady tempo of the music is important.</li> <li>The dynamics do not usually change.</li> <li>The range of notes used is usually limited to within two octaves.</li> <li>Instruments used are small, able to be carried around easily, eg violin (fiddle), recorder, accordion, melodian, drum, tambourine</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Maintain a pulse</li> <li>Listen to each other</li> <li>Recall simple tunes</li> <li>Link movement to music</li> <li>Recognise sounds of different instruments</li> <li>Show curiosity about unfamiliar instruments</li> <li>Sing accurately at a given pitch</li> <li>Sing songs confidently from memory</li> <li>Perform in a part.</li> <li>Begin to hear specific dynamics and tempo in music.</li> <li>Work as part of a group.</li> </ul>	<p><b>Possible activities:</b></p> <ul style="list-style-type: none"> <li>Listen to dance music: identify the pulse, count in 8s, repeat simple actions in time to the music.</li> <li>Use warm up activity 'Switch' in 8s to reinforce dance music.</li> <li>Pitch: listen to the music. There are different tunes being played- recognise when the music changes from one to the other.</li> <li>What instruments are being played in the folk music?</li> <li>Live musicians- bring in the instruments for the children to see and ask questions about. Which are known to them and which are unfamiliar?</li> <li>Link to May Day dances in sets following directions and keeping in time to the music, responding to the pulse. Learn the dances as part of the music this term. Tunes used: Little Polly Polka,</li> <li>Listen to a Hornpipe and find the pulse. These are dances for sailors to dance on deck.</li> <li>Learn a sea shanty in preparation for the production.</li> </ul>		
<p><b>Social, Moral, Spiritual and Cultural Education, and Promotion of British Values:</b></p> <p>Spiritual: Be reflective upon how it feels to perform as part of a group. Moral: No right or wrong response- personal. Everyone has a right to enjoy music. Social: Cooperate and work in pairs and groups when performing / dancing or composing together Music to help working on board ships. Cultural: portable instruments and percussion used in folk music, simple instruments. Sea shanty and hornpipe link to sailors on deck, singing and relaxing.</p> <p>Democracy is explored throughout this unit by modelling turn taking in leading musical activities. Individual liberty through pupil participation in celebrating individual responses.</p> <p>Promoting respect of children's performances and ideas. All efforts are listened to and valued. Developing personal critical thinking skills- make your ideas ones that will count. Work out what will improve a performance, for example, tolerance is promoted through working within mixed groups of children- not just your friends. Listening to a variety of music; broadening musical experiences.</p>				

<p>Initials of children working below the expected level, with details of attainment: (Band 1)</p>	<p>Initials of children broadly reaching the expected level of attainment: end of KS1</p>	<p>Initials of children exceeding the expected level with details of attainment: (Band 3)</p>
<p>Recognise the pulse of a piece of music through movement.  Join in songs- perform with good posture and warm up and project the voice.  Understand that pitch refers to how high or low a sound is  Understand that tempo refers to how fast or slow the music is  Understand that dynamics refer to how loud or quiet the music is.  Explore and create music using simple untuned and tuned percussion</p>	<p>Play together, join in and stop as appropriate, following a leader.  Find and internalise the pulse when listening to a piece of music  Improvise a simple rhythm using voice.  Understand that timbre refers to the quality or character of a sound.  Understand that texture relates to the layers of sound  Understand that structure refers to the order of the sections of music, eg verse and chorus of a song  Start using basic correct musical language when describing music.  Begin to link shape and pitch in graphic notation.  Use non tuned percussion to play with respect, and perform from a simple score.</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music  Confidently recognise a range of musical instruments  Find the pulse within the context of music or a song with ease  Understand that improvisation is when a composer makes up a tune within boundaries. Improvise using 2 notes using a given rhythm  Understand that a composition is when a composer makes up and writes down a musical idea.  Join in an ostinato or sing as part of a group in a two part song. Sing with expression and awareness of pitch, dynamics, and tempo  Perform with confidence as a solo or part of an ensemble.  Be able to read a short, notated rhythmic phrase including crotchets and rests  Be aware that instruments have different timbres.</p>
<p>Evaluation against attitudes towards learning:  Exploring, initiating, experimenting, showing involvement, concentrating, persevering, showing satisfaction, making links, evaluating</p>		