



Music @



Year Two - Term One



Ta Ta Ti-ti Ta Ta-a

Pulse - Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures ($\frac{3}{4}$ and $\frac{4}{4}$)

Rhythm - 2 bar repetition using crotchets, quavers and minims.

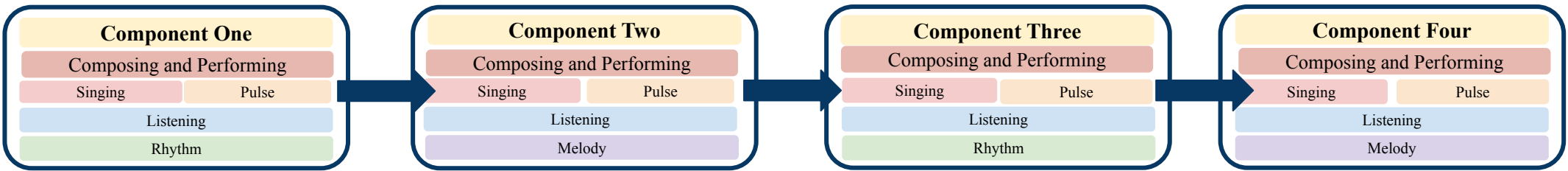
Melody - Sing back short melodies that use around 3 pitched notes; perform from rhythmic notation including crotchets and minims.

Listening - Identify where elements change. Replicate change in performance.

Performing - Play basic rhythms on untuned percussion instruments and using body percussion. Continue using repetition.

Singing - Sing simple song and folk songs in rounds accurately.

Composition - Repeat basic longer rhythms from memory. At least 2 bars and add imitations of rhythms. (e.g. rhythm grids)



Component One - Time signatures

Singing:

My Bonnie lies over the ocean. Learn to sing the song. Find and try to keep a steady beat moving your body to the pulse e.g. clapping, stamping etc. Discuss the tempo of the song. Can they hear 3 beats. Clap on 1 beat, stamp on 2 and 3. When singing stand up on the word 'Bonnie', or 'Bonnie' and 'bring'.



Pulse:

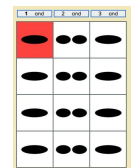
Listening:

Waltz - Shostakovich Waltz 2. Stamp clap clap to the rhythm to reinforce the 3/4 time signature same as My Bonnie. Relate to the Traditional New Year's Day Waltz tradition of Vienna and Strictly Come Dancing.



Rhythm:

Build on work around minim, crotchet and quaver rhythms. Using 'Ta, Ti-ti and Ta-a' with rhythm grids and **3 beats in a bar**.



Composing:

Call and response rhythm games. Pupils to improvise responses. Perform - Playback rhythms using body percussion and untuned percussion.

Performing:

Component Two - Rounds

Singing:

London's Burning. Learn to sing the song and once confident introduce it as a round. Split the class into two groups and the second group begin singing when the first reach 'Fire, fire'. Talk about the background to the song. Perform 'London's Burning'.



Pulse:

Performing:

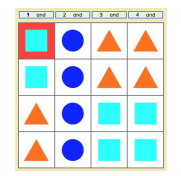
O Re Mi Jekajo - Nigerian (round)
Repetition. Can you hear the different parts? Can you sing back any of the melodies that you can hear?



Melody:

Composing:

Call and response games using 3 pitched notes. 'So, mi and la'. Create a pitch pattern - use **pitch hand signals** to represent the notes..



Component Three - Rounds

Singing:

Evenin' Star (Durham Music Service) Enjoy listening to Mrs Sellers singing the song on the video and have a go at conducting the beat with your finger making a triangle, keeping in time to the beat, counting 1 2 3.



Pulse:

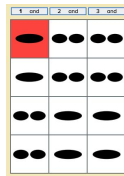
Listening:

Hound Dog, Elvis Presley. A key step in the development of modern popular music is the arrival of Rock n Roll with it's clear link to the Blues that came before it. Move to the pulse. Can you hear the walking bass line? Can you sing it back to your friends?



Rhythm:

Continue to develop minim, crotchet and quaver rhythms with 'Ta-a, Ta and Ti ti' rhythm grids. **Repeating a 2 bar rhythm.** Call and response rhythm games. Pupils to improvise responses.



Composing

Performing:

Component Four - 3 note melody

Singing:

Sweet bells, Kate Rusby (English Folk Musician)

Learn to sing the song accurately and perform to peers. Sweet Bells is a carol from Yorkshire, based on the carol *While Shepherds Watched Their Flocks by Night*.



Pulse:

Listening:

Sleigh Ride, Prokofiev. Discuss contrasting tempo. What instruments can you hear? (saxophone, sleigh bells, trombone, violin, trumpet, bassoon) Which instruments make it sound like a sleigh ride? Teaching ideas in Further resources.



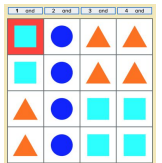
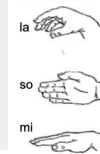
Melody:

Call and response games using 3 pitched notes. 'So, mi and la'. Compose **2 bar repeated pitch pattern** - use **pitch hand signals** to represent the notes.

Composing

Performing:

Handsigns



Key Vocabulary

Andante - Play at a walking pace(100 bpm).

Allegro - Play quickly (120 bpm).

Crotchet - One beat note (Ta).

Quaver - Half beat note (Ti-ti).

Minim - Two beat note (Ta-a)

Tempo - The speed at which a passage of music should be played.

Time Signature - A system of two numbers at the start of a piece of music that tell the musician how many beats (and of what type) are in each bar, also called metre .



Round - A piece of music where two or more groups of people sing the same tune but start at different times (often after 2 or 4 bars)

Further Resources:

Click here to access Kodaly

[MUSICTRAX SING 1 \(so, mi\)](#)

Click here to access

- Cobbler, cobbler
- Here I come
- Magic Fingers
- Mary Anne



Click here to access teaching materials for 'Evenin' Star'.



Click here to access teaching material and a listening map for Sleigh Ride.