YEAR 2 MUSIC LEARNING JOURNEY

SUMMER TERM 1

TERM OVERVIEW	PROJECT OUTCOMES
In Term 3, the children build on their composition skills by working in small groups to create ostinato patterns based on bird names. They will explore and understand what an ostinato is, by listening to pieces of music that are based on ostinato patterns, and then apply their understanding to their own compositions. They will continue to use their voice skills, by chanting a proverb, and chanting their own ostinato patterns to the rhythm they compose. They will also expand their experience of playing percussion instruments, by exploring the timbre of different instruments and using the most suitable one to turn their spoken composition into an instrumental performances, playing their ostinati on an instrument. This will result in a final class performance, using the chanted proverb plus small group instrumental ostinati.	Children will compose a spoken ostinato pattern, working in small groups. They will perform this and have regular opportunities to review and improve their work. They will then learn about timbre and choose suitable percussion instruments to play their compositions on. As a class they will build a structured piece of music, combining a chanted proverb, with small group instrumental ostinato patterns, for their final performance.

BUILDING ON PRIOR LEARNING	PREPARING FOR FUTURE LEARNING	KEY VOCABULARY	
The work this term builds on the varied skills that Y2 have developed over the last 2 years in the Jolly Music programme. They will apply their knowledge of rhythm and beat to composing their own ostinato patterns. The unit revisits the small group composition and instrumental skills children used in Y1, however they will also expand their knowledge of percussion instruments, learning how to play a wider range of instruments and learning to consider the timbre of each one.	Children will revisit and develop their composition skills every year, working in small groups, pairs and then individual work later in KS2. The music curriculum is built on a spiral model, so the percussion family is the first level of instruments that children learn about, building on this next year to include the other families of instruments. They will also move from untuned or a single chime bar to tuned percussion (chime bars/ glocks) in their instrumental work.	Using Voices, chanting Playing and chanting in time with others. Count in	Voice: speak/ chant Timbre: sound quality Structure: section in a piece Instruments: percussion, tambour, tambourine, claves, shakers, guiro, chime bar Rhythm: Ostinato Compose/ Improvise Syllables

NC COVERAGE

KS1 Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

SKILLS FOCUS	SUGGESTED SEQUENCE OF LEARNING
By the end of this unit the children should know (knowledge): ● *The definitions for the music al terms: Ostinato, Timbre and Structure* ● *The names of different percussion instruments and how to play them* **By the end of this unit the children should be able to do (skills):** ● *Use their speaking voices to improvise and compose ostinato patterns using bird names.* ● *Rehearse and perform their ideas as part of a group.* ● *Listen to music and recognise ostinato patterns in the music.* ● *Play the rhythm of their spoken words on a percussion instrument.* ● *Watch and listen to their own and others work and make improvements to their performances.*	**Lesson 1:** 1.Play "We will rock you" - children to join in with the rhythm. Ask the question "what happens to the rhythm pattern throughout the song?" (it repeats) - put the word OSTINATO on the board - explain that this is the musical term for that repeating pattern. 2.Intro composition project: To create our own ostinato piece, based on ….. *Birds of a Feather flock together x2* *Summer time, winter time, any kind of weather* *Birds of a feather flock together.* 3.Learn the proverb as a class, chant it to a beat - explore **tempo and dynamics.** 4.Come up with a list of birds names (blackbird, flamingo, swan, golden eagle etc) - split into groups of 5 - pick a bird and come up with an ostinato pattern, repeating the bird name. Demonstrate some examples for them. Give groups 10 minutes to improvise and compose their ostinato 5. End lesson with each group performing their ostinato (repeat their pattern 4 times) - (film each group) **Lesson 2:** 1.Sing Hello to children - mixing pitches and showing with my hands - children to copy, and then tell me what pitches I used. (or - volunteers, but must be a different pitch to the last person) 2. Play "Mars" from The Planets - which family is playing an ostinato this week? (strings) - recap the term - write a word beginning with "R" on whiteboards that means the same thing. (repeating) 3. Recap the Rhyme/ Chant - can anyone perform it for us? 4. Watch back videos from last week – give each group a focus point for practise (clear count in, louder voices, listening to each other etc) 5. Into groups – work on feedback, then practise ready to perform - each group to start with the chant and then go into their ostinato (repeat their pattern 4 times). 6. Film at the end. **Lesson 3:** 1. Sing Hello to children - mixing pitches and showing with my hands - children to copy, and then tell me what pitches I used. (or - volunteers, but must be a different pitch to the last person) 2. Chant rhyme together as a class then have a look at the different percussion instruments - go through each with names and how to play (choices: tambourines, wood blocks/ claves, guiros/ wooden agogos, shakers, triangles/ chimes, tambours) 3. Watch videos from last week – critique as a class (what went well, how could they improve?) – decide which instrument set will work best for their ostinato - talk about TIMBRE - which sound fits their bird/ rhythm? (make a note of who has what). 4. Separate into groups with their instruments: demonstrate how to play a bird rhythm on their instrument, then set them their group task - play their ostinato on their instrument, as well as saying it. What they need: someone to count in, practise playing the rhythm of the words together, then practise playing it as an ostinato (repeating 4 times). Give groups practise time. 5. Film each group at the end (not a final performance, just for them to watch and improve from next week)

	Lesson 4: 1. Sing Hello to children - mixing pitches and showing with my hands - children to copy, and then tell me what pitches I used. (or - volunteers, but must be a different pitch to the last person) 2. Check learning quiz: On whiteboards with their learning partner to discuss - which word means the sound of the instrument? T - - - - -. What is the musical term for a repeating pattern? O- - - - - - -. 3.Watch films from last week - critique (what went well, how could they improve?) and give each group a focus for their practise today. 4. Time in groups with their instruments to rehearse, ready for their final performance. In their final performance children need to start together, saying their ostinato and playing the rhythm of the words on their chosen instrument (4 times). 5. Perform as a class - whole class chants the proverb then one group plays their ostinato, whole class chant, then next group etc, until each group has performed. Finish with whole class chant. (explain that we are creating a STRUCTURE to our whole class piece - building up a piece section by section.) FILM FINAL PIECE. **Lesson 5:** 1. Sing Hello to children - mixing pitches and showing with my hands - children to copy, and then tell me what pitches I used. (or - volunteers, but must be a different pitch to the last person) 2. Check learning quiz: Have the words Ostinato, Timbre and Structure on the board. On whiteboards with their learning partner to discuss - which word means the sound of the instrument? What is the musical term for a repeating pattern? Which word means how the piece of music is built up in sections? 3. Watch film back - critique together - can we improve the piece (think about timing, can we hear everyone, are we together, does it flow from one group to the next? etc) - Rehearse today as a whole class, practising moving from one section to the next fluently, and making sure each group plays in time together. PERFORM AND FILM AGAIN. **Lesson 6:** **Review week** **Watch back final film and discuss improvements.** **Quiz on key words.** **Introduce class song**

End Points

- **What does the word compose mean?**

  Making a piece of music

- **Can you tell me about how you composed your piece of "Bird" music with your group?**

Talk about teamwork, choosing a bird, coming up with the ostinato pattern, practising it, playing the rhythm of the words on an instrument, making decisions together

- **What is an ostinato?**

  A repeating pattern in music

- **What does Structure mean in music?**

  How you build the piece of music, with different ideas and sections.