



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



Medium Term Planning Creative Learning Journey

Year Group: Y2	Topic: MUSIC IN THE CLASSROOM – Feeding In (Part 1)	Term: Autumn
National Curriculum Links Pupils should be taught to: <ul style="list-style-type: none">• 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 interrelated dimensions of music		
Knowledge and Skills Objectives		Lessons
Singing Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <ul style="list-style-type: none">• Mark the phrases of a song• Tap the pulse of a song whilst singing• Clap the rhythm of words of a song whilst singing		<u>Manchester Music in the Classroom – Term 1</u> Feeding In : Part 1 Children develop specific skills in handling their voices and instruments. They begin to use tuned percussion and to identify the names of classroom instruments. They respond physically when performing, composing and appraising music and can identify pulse and rhythm in a song or piece of music. Working to develop these skills, they explore the musical elements and gain an understanding of how music works.



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- Sing questions (call and response songs)

Playing

Play tuned and untuned instruments musically.

- Copy rhythmic phrases (clapping, on instruments and with changing **dynamics**)
- Play a given **ostinato** as part of a group
- Play the **melody** of a 5 note song on a xylophone

Listening

Listen with concentration and understanding to a range of high quality live and recorded music.

- Identify the **pulse** of a song
- Identify a repeated **motif** in a piece of music
- Trace in the air the **melodic** shape of a 5 note song with some leaps.
- Listen to and respond to live/recorded music

Lessons 1 & 2 – Pages 58 – 59

Vocal Activities

The Birthday Song
Bottle of Pop
Oh, Oh, Oh, Everywhere I Go
Lemonade Song

Recorded Music

March The Nutcracker Suite: Tchaikovsky

Instruments

Stop/Go
Question and Answer (phrasing)

Outcomes

- Can the children distinguish between the pulse and the rhythm of Bottle of Pop?
- Can the children recognise the fanfare rhythm each time they hear it?
- Can the children create equal phrase lengths in Question and Answer?

Lessons 3 & 4 – Pages 60 – 61

Vocal Activities

Bottle of Pop
Oh, Oh, Oh
Upside Down



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Composing

Experiment with, create, select and combine sounds using the inter-related elements of music.

- Create a **melodic ostinato** using two notes
- Play equal length phrases with a partner
- Create, choose and organise sounds and musical ideas in response to a picture.

Lemonade Song

Recorded Music

March The Nutcracker Suite: Tchaikovsky

Instruments

Copy Me (clapping)

Stop/Go

Copy Me (playing and copying rhythms on instruments)

Outcomes

- Can the children clap the rhythm of Oh, Oh, Oh whilst others tap the pulse and vice versa?
- Can the children count the number of times the fanfare rhythm is heard?
- Can the children copy rhythms (clapping and playing)?

Lessons 5 & 6 – Pages 62 – 63

Vocal Activities

Upside Down

On My Left

Jim Along Josie

Lemonade Song

Recorded Music

March The Nutcracker Suite: Tchaikovsky



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Instruments

Upside Down (Trace the shape of a song)

Question and Answer

Outcomes

- Can the children clap and say the rhythm phrases represented by the six children?
- Can the children trace the shape of Upside Down in the air with their hands?

Lessons 7 & 8 – Pages 64 – 65

Vocal Activities

Jim Along Josie

Rhythm Reading (reading rhythm notation)

Buttercups are Yellow

I Have a Dog

Recorded Music

Chinese Dance The Nutcracker Suite: Tchaikovsky

Instruments

Copy Me (clapping)

Stop/Go

Copy Me (playing and copying rhythms on instruments)



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Outcomes

- Can the children clap and say the rhythms of rhythm cards – set 1?
- Can the children copy rhythms varying dynamics (clapping)?
- Can the children copy rhythms (playing)?

Lessons 9 & 10 – Pages 66 – 67

Vocal Activities

Rhythm Reading (reading rhythm notation)

Buttercups are Yellow (phrasing)

Fancy That

I Have a Dog

Recorded Music

Chinese Dance The Nutcracker Suite: Tchaikovsky

Instruments

A Winter Scene (using sounds to create musical effects)

Outcomes

- Can the children mark the phrases of Buttercups Are Yellow without the teacher leading?
- Can the children follow the structure of the Chinese Dance with their movements?
- Do the children play in an appropriate manner in A Winter Scene?



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Key vocabulary Duration - How long a sound (or silence) lasts Pitch - High and low Tempo - Fast and slow Dynamic - Loud and quiet Timbre - Tone quality e.g. rough, smooth, wooden, skin etc. Structure - Different ways sounds are combined Texture - Layering different sounds together Pulse - Steady, regular beat (in time) Rhythm - Patterns of long / short sounds Ostinato - Repeated rhythmic pattern Improvise - Make up / create Rests - Silence / not playing Motif - A short musical phrase Melodic - A combination of rhythm and pitch (tune) Graphic Notation - Using pictures or visual symbols to represent music	