**Chocolate: A Music Project for Year 2 with links to Unit 3:‘The Long and the Short of It’**

**Medium Term Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Learning Intentions**  Children learn… | **Activities** | **Learning Outcomes**  Children can |
| **1** | To explore long and short body/vocal sounds  To follow puppets and symbols  A new song  To identify long and short sounds | **Intro:** Song, ‘Hello children’ (GEGE) and introduce Charlie Crocodile/Sidney Snake (short and long sounds)  Make your sound as…  Respond to Charlie/Sidney  **Main:** Play, ‘Fade or Float’  **Assess: Can explore duration**  **Plenary:** Listen out for l/s sounds in the environment | Copy sung phrases  Understand the difference between long and short sounds  Create original long and short sounds  Respond to visual cues |
| **2** | About duration  To copy and talk about vocal qualities/timbre  About simple graphic notation  How to play from a score | **Intro:** Hello in different voices  Make your sounds as short/long as mine  Respond to Charlie/Sidney  **Main:** Create score and play own/each other’s  **Assess: Can play from symbols**  **Plenary:** Self-assessment | Copy and create long and short sounds  Follow visual cues  Notate sequences of long/short sounds  Play from symbols using the correct sounds |
| **3** | A new chant  About the history of chocolate  To clap and play different time values  About stick notation | **Intro:** Hello/Have you brought your…voice?  Discuss l/s sounds  Chocolate facts (1)  **Main:** Say, clap and play rhythm of selected Chocolate words  **Plenary:** Show stick notation for walk, jogging and stride | Copy vocal qualities  Identify long and short sounds  Clap, speak and play with control |
| **4** | About time values  To discriminate between the duration of sounds  About the more recent history of chocolate in Britain  To move to different time values | **Intro:** Hello/Some sounds are short/long  Revise words form last session and decide which represent which time value  **Main:** Chocolate facts (2)  Play more chocolate words and mix up them up to make a 4 beat phrase  **Plenary:** The chocolate dance | Identify words as having the time value’ walk’, ‘jogging’ or ‘stride’  Say, clap, play and move to these time values |
| **5** | How to move to, say, clap and notate time values (walk, jogging and stride)  How to create and notate a four beat phrase | **Intro:** Revise chocolate dance  Say and clap the three time values in groups and then together.  Revise stick notation for three note values  **Main:** Complete ‘Chocolate Rhythm’ worksheet  **Assess: Can create a 4 beat phrase**  **Can notate a 4 beat phrase**  **Plenary:** Self-assessment | Discriminate between the sounds/duration of three time values  Say, clap and move to them  Use simple stick notation to notate them |
| **6** | A new song  To copy soh and mi  To play the time values walk/jogging/stride  To play in two or more groups | **Intro:** Hello children (Explore pitch)  ‘I’ve got a chocolate bar’  **Assess: Can sing soh and mi**  **Main:** Sing, ‘Chocolate, chocolate’ song  Tap three time values underneath words  Play all 3 time values  **Plenary:** Combine two or three time values  **Assess: Can play and sing with awareness of pulse** | Match the pitch of soh and mi accurately  Play the time value walk, stride or jogging in time to a song  Play with control and awareness of pulse |
| **7** | How to clap/play and sing  About rhythmic notation  How use time names to identify the rhythm of spoken phrases  How to play from stick notation | **Intro:** Hello children/’chocolate song’  Tap time values and revise stick notation  **Main:** Place names of character from ‘Charlie and the Chocolate Factory’ under ‘walk’, ‘stride’ or ‘jogging’  Examine the names of other characters and write down their rhythms  Play them  **Assess: Can play from stick notation**  **Plenary:** *What rhythm is ‘oom-pah-loom-pah?’* | Say, clap and play the time values ‘walk’, ‘jogging’ and ‘stride’  Identify the rhythm of spoken phrases using those time names  Notate what they hear using stick notation  Read and play from notation |
| **8** | How to use the time names to work out the rhythm of spoken and sung phrases  How to work in groups  About duration, pace and pitch | **Intro:** Hello children/revise time values and rhythms from previous week  **Main:** Composition activity in 6 groups  Characters from Charlie..  Explore pitch, duration and pace  **Plenary:** Play work in progress and discuss | Say, clap and play the time values ‘walk’, ‘jogging’ and ‘stride’ confidently  Use them to identify the rhythm of phrases  Help select sounds of the appropriate pitch and duration  Begin to think about the pace at which they will play them |
| **9** | About rhythmic notation  About working in a group  About performing  About listening to others play | **Intro:** Hello/time names  Chocolate Dance  Revise stick notation and rhythm for each character they are depicting  **Main:** Practise and perform ingroups  **Plenary:** One group to perform andanother to comment  **Assess: Can explore pitch, pace, dynamics and duration** | Read simple stick notation  Work co-operatively  Play with awareness of rhythm and ensemble  Play with awareness of pace and pulse  Talk about the music they have heard |
| **10** | About time values  About rhythm  About duration  How to listen attentively  How to move and play with control | **Intro;** Hello children/time names of call and response  Match chocolate bar to stick notation/time name/Chocolate Dance  **Main:** Dancers follow time values played by instrumentalists  Instrumentalists follow movements with correct time values  **Plenary:** Self-assessment | Move in response to sound  Play in response to movement  Identify and respond to the time values ‘walk’, ‘jogging’ and stride’ |
| **11** | That symbols can be used to notate sounds  About stick notation  To play from stick notation  To create new 4 beat phrases  To play the work of others’ | **Intro:** Clap and sing calls and responses/match names of characters with stick notation  **Main:** Say, clpa and play ‘my Chocolate rhythm’ sheets and swap with partner  Check the following assessment: **Can play from symbols/stick notation**  Ext: Make up descriptive phrase about chocolate bar and write in time values/stick notation  Check the assessments: **Can create a 4 beat phrase**  **Can notate a 4 beat phrase**  **Plenary:** *What is the rhythm of the title of the book?* | Work co-operatively and creatively in pairs  Can identify the symbols to match the sound they hear  Say, clap and play rhythmic patterns  Play from stick notation  Create new rhythmic phrases  Notate the sounds they hear |
| **12** | To revise their work on duration  To select and organise sounds according to their duration  To listen attentively  To play with control and awareness of pulse  To play in two or three groups | **Intro:** Hello/Make you sound…/ Respond to Charlie and Sidney  Play individual sound when previous one has faded  Sort instruments into long/medium/short sounds  **Main:** Revise ‘Chocolate Song’  -Add time values (one at a time)  - Put two groups together  - Put three groups together  **Can play and sing with awareness of pulse**  **Plenary:** Check learning/favourite activities | Identify and create long and short sounds  Play with control and awareness of duration  Play an independent part within a large group  Play the time values, walk, jogging and stride  Sing confidently and tunefully |

[](https://www.google.co.uk/url?url=https://www.tesco.com/groceries/product/details/?id=263218070&rct=j&q=&esrc=s&sa=U&ved=0ahUKEwj0vJLPnZPTAhXJKMAKHV_zC14QwW4IHDAD&usg=AFQjCNGeNQSYbwJLtukFH4RVDoE8ioPBFQ)[](https://www.google.co.uk/url?url=https://www.tesco.com/groceries/product/details/?id=263218070&rct=j&q=&esrc=s&sa=U&ved=0ahUKEwj0vJLPnZPTAhXJKMAKHV_zC14QwW4IHDAD&usg=AFQjCNGeNQSYbwJLtukFH4RVDoE8ioPBFQ)

**walk walk walk walk**

[](https://www.google.co.uk/url?url=https://en.wikipedia.org/wiki/Twirl_(chocolate_bar)&rct=j&q=&esrc=s&sa=U&ved=0ahUKEwin2MuWnpPTAhXELsAKHQoRBQ0QwW4IFjAA&usg=AFQjCNHkguZbTi3x_b_pads4XuhttnKkUw)[](https://www.google.co.uk/url?url=https://en.wikipedia.org/wiki/Twirl_(chocolate_bar)&rct=j&q=&esrc=s&sa=U&ved=0ahUKEwin2MuWnpPTAhXELsAKHQoRBQ0QwW4IFjAA&usg=AFQjCNHkguZbTi3x_b_pads4XuhttnKkUw)

**stride - stride -**

[](http://www.google.co.uk/url?url=http://www.redwhiteandchew.co.uk/british---cadburys-curly-wurly-chocolate-bar-case-of-48-x-26g-bars-418-p.asp&rct=j&q=&esrc=s&sa=U&ved=0ahUKEwix4vD2npPTAhULB8AKHQmYBTIQwW4IGDAB&usg=AFQjCNFbIofmNMU9d7J8_rGLgSdpVJ-6gg) [](http://www.google.co.uk/url?url=http://www.redwhiteandchew.co.uk/british---cadburys-curly-wurly-chocolate-bar-case-of-48-x-26g-bars-418-p.asp&rct=j&q=&esrc=s&sa=U&ved=0ahUKEwix4vD2npPTAhULB8AKHQmYBTIQwW4IGDAB&usg=AFQjCNFbIofmNMU9d7J8_rGLgSdpVJ-6gg)

**jogging jogging jogging jogging**

**1 2 3 4**

**Char- lie Buc- ket**

**Mum - Mum -**

**1 2 3 4**

**Dad - Dad -**

**Willy Wonka Willy Wonka**

**1 2 3 4**

**Grand-pa Joe -**

**Grand- pa George -**

**1 2 3 4**

**Mike Tea- vee -**

**Vio- let Beaure- garde**

**1 2 3 4**

**Au- gustas Gloop -**

**Ve- ruca Salt -**

**1 2 3 4**

**Grand- ma Geor- gina**

**Grand- ma Jose- phine**