**Castles**

**Ye Olde Project for Year 2**

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By Kate Knight MKMS

**Castles Project**

In this project the children will

* Explore different moods and timbres (instrumental colours)
* Learn songs and chants
* Play percussion in large and small groups
* Explore vocal qualities and body percussion
* Copy and create rhythmic patterns
* Explore the combination of sounds (texture)
* Explore the organisation of sound (structure)
* Explore pace
* Create their own music in small groups
* Listen and respond to recorded music
* Talk about their work and the work of others

You may like to observe who can

* Use their voice/body particularly creatively (Weeks 1, 4 and 6)
* Play the instruments with control (pulse, rhythm, pace, dynamics) (Weeks 2, 3, 5 and 6)
* Suggest sounds to fit a purpose (Weeks 4, 5 and 6)
* Follow symbols and graphic scores (Weeks 2, 4, 5 and 6)
* Suggest ways of organising sounds (Weeks 2, 4, 5 and 6)
* Respond to recorded music with appropriate actions (Week 3)
* Talk about their preferences (Weeks 2, 4 and 6)

**Lesson 1: 30mins**

**Learning Intentions:** Children learn

To explore different moods and emotions

A new song

To add vocal and body percussion to a story

To play un-tuned percussion in groups

**Introductory activity (10mins)**

Sing, ‘Hello children’ (GEGE)

Try singing it in different ways (e.g. sadly, happily, angrily, sleepily).

*How do they know what my mood is?*

Teach the children the chant, ‘Have you brought your….voice? (Children answer, ‘Yes I have’ in the appropriate way).

**Main activity (15mins)**

Tell the children of ‘The Hairy Scary Castle’ in song and ask them to add the appropriate vocal and body percussion affects.

*What do they notice about the organisation of the sounds? (They accumulate)*

Divide the children into 6 groups

Group 1: Rattle = tambourines

Group 2: Flap = castanets

Group 3: Tock= woodblocks

Group 4: Creak=- guiros

Group 5: Bang = drums

Group 6: Whoosh= maracas

All say, ‘Squeak’ and ‘Boo’.

Add these sounds to the story.

**Plenary (5mins)**

Pack away the sounds and ask the children how they knew when to play.

Who had a favourite sound today?

**Learning Outcomes:** Children can

Use their voices/body sounds creatively

Sing tunefully and confidently

Play with control

**Lesson 2: 30mins**

**Learning Intentions:** Children learn

To clap and recognise rhythmic patterns

About working in groups

About graphic symbols

A bout playing in two parts

To sing and play

**Introductory activity (10mins)**

Sing, ‘Hello children’ (GEGE) and ask them what our music was all about last time.

*Can they remember any of the creatures or objects in the story, ‘The Hairy Scary Castle’?*

One of the objects was a clock- it went Tick tock tick tock

*Can they clap this?*

When I clap that pattern or rhythm the children should say, Tick, tock, tick, tock’.

Repeat this activity with ‘Flapping bats’, ‘Rattling Skeletons’ and ‘Hairy scary Castle’.

Now play the clapping game with two, then three and then four of the rhythms mixed up.

**Main activity (15mins)**

Divide the class into four groups and give each group one of the clapping patterns. Try them alone, in to groups and then, if appropriate, in four groups.

Ask each group what sort of sound they think their group should have and repeat the activity using instruments.

e.g. Woodblocks, castanets/claves/maracas or guiros/tambourines tapped and shaken

Now look at the pictures for each sound and respond to them when I hold them up and put them down.

Stick one line up on the board and ask the children to follow it.

Now use a second copy of the pictures to make a sequence of sounds e.g. bats, skeletons, castle, clock, bats, skeletons, castle, clock.

Explore some different patterns with the children.

Now ask half the children from each group to sit in the middle of the circle with instruments. They will follow and play a second line of symbols at the same time as the children in the outer ring play the top line.

e.g.

Flapping bats Tick tock tick tock rattling skeleton hairy scary castle

Rattling skeleton hairy scary castle flapping bats tick tock tick tock

Practice each line in turn and then put them together

**Plenary (5mins)**

Explain to the children that they have played from a graphic score. They have read it left to right just like a story -book and played two lines at once.

Pack away the instruments and ask the children to hold thumbs up if they feel very confident playing from symbols, to hold their thumbs to the side if they need more practice and down if they feel vey confused when following the symbols and need more help.

If time, sing through the song, ‘The Hairy Scary Castle’ to finish.

**Learning Outcomes:** Children can

Internalise rhythmic patterns

Clap and play with control and a sense of pulse

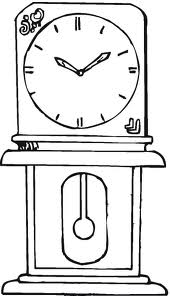
Maintain a part within a small group

Read graphic notation

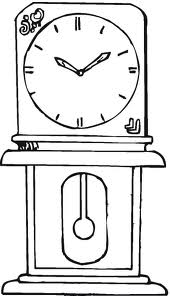
Talk about their work

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**Lesson 3: 30mins**

**Learning Intentions:** Children learn

About pace/pulse

A new game

To follow a changing beat

A new song

**Introductory activity (15mins)**

Sing, ‘Hello children’ (GEGE) and introduce the game, ‘Get on Board’.

Ask the children to clap, tap and walk to a steady pulse

Divide the class into three groups and give each group one of the sounds to perform. This time they should keep in time with an agogo bell beat played by me.

*Can they respond to changes in tempo?*

Give the clapping group some skin sounds, the tapping group some wooden sounds and the clicking group some metal sounds. Repeat the activity as I say, ‘Get on board, get on board, get on board the skin sounds/wooden sounds/metal sounds’.

They stop when I say, ‘Getting off, getting off, getting off the ….. sounds’.

**Main activity (10mins)**

Introduce the story of ‘Sleeping Beauty’ and sing each verse of the song to them. Ask the children to add actions to each verse.

Explain that in the story there are three pieces of music that need composing; clock music, birds music, and soldiers music.

Explore simple phrase such as ‘tick tock’, ‘left right’ and twitter tweet’ and ask the children to follow my hands as I indicate the tempo and when it should slow down.

Next week they will be writing proper rhythmic phrase to illustrate these parts of the story.

**Plenary (5mins)**

Finish by discussing what musical elements they have explored today- pace, pulse and timbre

**Learning Outcomes:** Children can

Play and move with control

Respond to a changing pulse

Play in groups

**Lesson 4: 30mins**

**Learning Intentions:** Children learn

To move to a changing tempo

To respond to sound with movement

To create words or sentences to illustrate parts of a story

About pulse and rhythm

**Introductory activity (10mins)**

Sing, ‘Hello children’ and remind them of the game, ‘Get on board’.

*How did they change the way they played their instruments?*

Play, ‘Shadow Me’. The children follow the actions of a leader and as they keep a steady pulse and as the pulse gets faster and slower.

Now ask the children to move ‘La Garde Montante’ from Bizet’s Carmen Suite No. 2

The children should respond to the music by standing to attention when they hear the trumpet and by moving to the beat when they hear the piccolo and strings.

**Main activity (15mins)**

Divide the children into three groups. One group needs to think of phrases to describe the soldiers, another the birds and another the clocks.

In each group half the children will play the pulse e.g. tick-tock, tweet-tweet, left-right

The other half will play their phrases e g.

1 2 3 4

whir ring clock -

ticking clock never stop

Use woodblocks, drums and triangles to play the pulse/rhythm for each group.

***Assessment points***

*Can the children in the pulse groups play together?*

*Can the children playing the rhythmic phrases in each group stay with the pulse?*

*Can they stay together when I indicate that they should slow down/speed up?*

**Plenary (5mins)**

If time, play their music within the story of Sleeping Beauty

**Learning Outcomes:** Children can

Follow a changing beat with body/instrumental movements and sounds

Play together in groups

Understand the difference between pulse and rhythm

**Lesson 5: 30mins**

**Learning Intentions:** Children learn

To follow body actions/sounds

To follow changes in tempo

To organise and notate sounds

To perform within a small group

**Introductory activity (10mins)**

Sing ‘Hello’ and revise the game ‘Shadow Me’.

Remind the children of their task

They need to illustrate the ticking clocks, marching soldiers and tweeting birds and then perform them slowly and quickly.

Remind the children of the ostinato they made up last week.

**Zebras**

Left, right, 1, 2

Soldiers brave, big and tough

Tweet, tweet, tweet, tweet

Swooping through the air

Tick tock tick tock

Ticky ticky tock tock

**Giraffes**

Soldiers marching

Super sly soldiers

Big black birds-

Flapping birds, tweeting birds

Tick tock tick tock

Ticking clocks tick all day

**Main activity (15mins)**

Show the children the scores they will need to fill in. They should think of a symbol for each phrase and decide in which order they want to play them.

Then they should note this on their scores. (Try one as a class first)

They should practise playing the phrases in the right order and then try watching one child who will get slower and faster again.

Make up groups of children (in a class of 30, six groups of four and two groups of three) and give them out their scores.

They should arrange their ideas and then practise clapping them before they try them on the instruments.

Give the children the opportunity to perform their pieces and note if they are able to get faster and slower.

**Plenary (5mins)**

Ask the children to pack away their instruments and to think about the skills they have used today.

They have played rhythmic patterns with control

They have changed the pace at which they play together as a group

They have organised their ideas and written them down.

**Learning Outcomes:** Children can

Work together co-operatively and creatively

Follow a leader and play together

Organise their ideas

Follow symbols on a score

**Lesson 6: 30mins**

**Learning Intentions:** Children learn

About structure

A new game

A new song

**Introductory activity (10mins)**

Sing, ‘Hello children’ and listen to their answer (it was almost the same)

Now sing, ‘How are you today?’ Their answers will all be different.

Choose some of the answers and sing them like so

How are you today? (A)

I’m feeling happy (B)

How are you today? (A)

I’m feeling sad (C)

Etc.

Now play the game, ‘Who’s in the castle?

Everyone says and claps, ‘Who’s in the castle?’ and each child thinks of an answer in turn e.g. a beautiful princess, a young brave prince, a scary ghost.

**Main activity (15mins)**

We are making a pattern with our ideas and there is a pattern to follow in the story of Jack and his beanstalk

Show the children the pictures on page 50 of ‘Let’s go Zudieo’ and ask them to spot how the giant keeps on returning.

Listen to track 19, The Giant’s song and learn the words, keeping a steady beat with fists o knees

Now listen to track 20 and show the children finger play for the other sections- The bean growing, climbing the beanstalk, exploring above the clouds, approaching the castle and escaping down the beanstalk- whilst they add the song and pulse in between each section.

Ask the children to add the finger-play on a further listening.

**Extension activity**

Add instruments to each section as suggested in the book

Use their own phrases to play rhythmic patterns for each section

Combine two or more sounds in each group

Provide scores for the children to notate their ideas on

Combine the music with movement, as suggested in the book.

**Plenary (5mins)**

Today they have learnt that ideas can be organised into patterns. Ask the children to think of other stories that follow that pattern e.g. Three Little Pigs or Peace at Last

**Learning Outcomes:** Children can

Follow symbols

Recognise Rondo form

Add movement to music

Keep a steady beat

Sing tunefully and with character

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| ***Community Learning MK (Music Faculty)***  **CURRICULUM PROJECT**  **Evaluation Form** | | | | | |
| Title of Curriculum Project: |  | | | | |
| Name of School: |  | | | | |
| Delivered by: |  | | | Term and Date: | |
| Name of person competing this form:  Position in school:  School e-mail address: | | | | | |
| *Please tick as appropriate to indicate your perception of the project:* | | | | | |
|  | Excellent | Good | Satisfactory | | Unsatisfactory  *(please say why below)* |
| Overall content |  |  |  | |  |
| Delivery |  |  |  | |  |
| Collaboration with school/class teacher |  |  |  | |  |
| Time allocation |  |  |  | |  |
| Engagement of pupils |  |  |  | |  |
| Learning and progress of pupils |  |  |  | |  |
| Pupil attainment information |  |  |  | |  |
| Do you have any suggestions for ways in which the project could be improved? |  | | | | |
| Do you have any suggestions/ideas for further curriculum projects? |  | | | | |
| I would like information about other curriculum projects (please tick). | | | |  | |
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