**The Lighthouse Keeper’s Lunch: Music Project for Year 2**

**Medium Term Plan**

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| **Week** | **Learning Intentions**Children learn… | **Activities** | **Learning Outcomes**Children can… |
| **1** | About pulseA new songTo play different time valuesAbout rhythmic (stick) notation | **Intro:** Sing Hello (GE) Children can you do this? (Pulse)Read the Light House Keeper’s lunch**Main:** The Keeper’s song and time values**Plenary:**  introduction to stick notation | Keep a steady pulseSay, clap and play the time values ‘walk’, ‘jogging’ and ‘stride’Sing simple soh/mi songs |
| **2** | A new action songAbout pitch and the sounds soh and miTo follow the movement of pitch with the bodyTo follow the movement of pitch with chime bars | **Intro:** Sing ‘Hello’ using G and E and introduce soh and mi**Main:** Revise Keeper’s song and sing and sign.Pick out notes on G and E chime barsLA play pulseHA play rhythm**Plenary:** Children either sing, sign or play song together | Sing soh/mi songs confidently and accuratelyFollow the movement of pitch with their handsFind the pitch of a soh mi song using chime barsPlay the pitch and rhythm of a song on two pitches (HA)**Can sing soh/mi songs****Can track the shape of pitched phrases** |
| **3** | About rhythmA new rhythm gameTo discriminate between pulse and rhythmTo play from stick notation | **Intro:** Sing and tap pulse under ‘Hello…’ Repeat with rhythm. Revise stick notation and notate calls and responses**Main:** Clapping rhythm game using phrases from the book.Chop, chop game and pulse/rhythm activities**Plenary:** Notate food rhythms and notice similar ones | Keep a steady pulseClap and say rhythmic phrasesInternalise and play rhythmic phrasesWrite down rhythmic phrase using stick notation (HA)**Can say and clap rhythms in 4** |
| **4** | About rhythmAbout pitchHow pitch can be notated using symbolsA new songHow to play and sing mi, lah,doh | **Intro:** introduce mi, re and doh and use in calls and responses.Look at seagulls in book on, above and below the line and relate to pitch.**Main:** Introduce ‘Seagull Song’ and sing, sign and play on EDC chime barsLA follow shape of pitchHA play rhythm/syllables of the words.**Plenary:** Play, sing and/or sign song together | Internalise rhythmic patternsInternalise melodic phrasesFollow the shape of melodic phrasesPick out 3-note phrases on chime barsPlay from a reduced score**Can play from simple pitch notation** |
| **5** | About rhythmHow to notate rhythmic phrases using stick notationAbout timbre and textureHow to play in groups | **Intro:** Revise food rhythms and look at ways to stop seagulls in the book.Revise rhythmic notation and show understanding by notating food rhythms in pairs**Main:** Play ‘mustard’, ‘cat’ and ‘pretty napkins’ and play with a food rhythm. Explore texture and timbre**Plenary:** Revise the ‘Keeper’s song’ and relate words from Main activity to ‘walk’, ‘stride’ and ‘jogging’. | Relate sound to symbolNotate rhythmic patternsSay, clap and play rhythmic patternsWork in small groups**Can read and write simple four- beat rhythms using stick notation** |
| **6** | To revisit the learning they have covered To practise their skillsTo perform from a graphic scoreTo talk about their work | **Intro:** Introduce ‘The Lighthouse Keeper’s Lunch’ scoreRevise musical songs and instrumental activities**Main:** Form 4 groups and explain how the groups move round from one setoff instruments to the next.Practise each of the four sections of the piece and performPerform for a second time and record.**Plenary:** Class evaluation of performance | Follow a graphic scorePlay a variety of instruments (tuned and un-tuned)Play rhythmic and melodic patterns within small groupsMaintain a part within a small group**Can maintain an independent part in a small group** |

**The Keeper’s Song** 

Keeper, Keeper clean the light

Keep it shining clear and bright

The light should always be in sight

To keep ships safe by day or night

**1 2 3 4**

Scrub scrub scrub scrub

   

**1 2 3 4**

Shine - shine -

 

**1 2 3 4**

Polish polish polish polish

   

**1 2 3 4**

Lighthouse keeper’s Lunch -

   

**1 2 3 4**

Scaven- ging sea- gulls

    

**1 2 3 4**

Ham- ish the cat -



**Chop, chop, choppity chop**

Chop, chop, choppity chop

Get out the basket with food from the shop

Sandwiches, sausages, fruit and pop

Chop, chop, choppity chop



**1 2 3 4**

Light- house sand- wich

   

**1 2 3 4**

Iced sea- biscuits iced sea- biscuits

   

**1 2 3 4**

Cold - drinks -

 

**1 2 3 4**

Mixed seafood sa- lad

   

**1 2 3 4**

Cold - chic- ken

  

**1 2 3 4**

Sausage and crisps -

  

**1 2 3 4**

Peach sur- prise -

  

Seagulls stealing food (aark!)

  

Seagulls stealing food (aark!)

  

Scavenge, scavenge, scavenge, scavenge

   

Seagulls stealing food (aark!)

  

**Seagull Score** 

**1 2 3 4**

Mus- tard Mus- tard

   

**1 2 3 4**

Cat - Cat -



**1 2 3 4**

Pretty napkins Pretty napkins

   

**The Light house Keeper’s Lunch Score**

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