**Chocolate!**



**A Music Project linked to ‘The Long and the Short of It’**

**For Year 2**

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**Year 2 Chocolate Music Project**

**Linked to QCA Unit 3: The Long and the Short of It**

During this project the children will learn facts about the history of Chocolate and its journey to Europe, and in particular, Birmingham, through the exploration of duration, the time values ‘walk’, ‘jogging’ and stride’ and rhythm

**Some children will (emerging)**

Demonstrate that they can keep a steady pulse (walk)

Play the time values ‘jogging’ and ‘stride’ with some help

Create a 4 beat phrase with assistance

Say, clap and play rhythmic phrases with help

Sing soh and mi within the class

Copy the shape of sung phrases, if not the exact pitch

Maintain an independent part within a large group- with some help

Move to different time values when copying others

**Some children will (achieving)**

Demonstrate that they can keep a steady pulse (walk)

Play the time values ‘jogging’ and ‘stride’

Create a 4 beat phrase

Say, clap and play rhythmic phrases

Notate their ideas

Sing soh and mi

Copy the pitch of sung phrases

Maintain an independent part within a large group

Move to different time values

**Some children will (exceeding)**

Demonstrate that they can keep a steady pulse (walk) and lead their group

Play the time values ‘jogging’ and ‘stride’ with confidence

Create a 4 or 8 beat phrase

Say, clap and play rhythmic phrases with ease

Notate original phrases

Match rhythms they hear to stick notation

Sing soh and mi confidently and tunefully

Copy the pitch of sung phrases with a tuneful and accurate singing voice

Maintain an independent part within a small group-often in a leading role

Move to different time values with ease and confidence

**Lesson 1:30mins**

**Learning Intentions:** Children learn

To explore long and short body/vocal sounds

To follow puppets and symbols

A new song

To identify long and short sounds

**Introductory activity (10mins)**

Sing ‘Hello children’ (GEGE).

Show the children Charlie Crocodile and Sidney Snake and ask if they remember what sounds each likes (Charlie likes short sounds and Sidney likes long sounds).

Play a game of, ‘Make you sounds as long/short as mine’ (tune: Muffin Man).

When the children have copied some sounds, ask volunteers to make their own long or short sounds.

Now ask the children to make those sounds when they see Charlie or Sidney held up.

**Main activity (17mins)**

Lay lots of percussion instruments on the carpet (including chime bars) and ask volunteers to sort them into sounds that are long and short when played once.

Introduce the game, ‘Fade or Float’ from the book, ‘Michael Finnigin, tap your chiningin’.

Pass a beater round the circle as you sing the song with the children. Whoever has it when the music has finished takes a card from you. The cards have a sequence of three words on them e.g. long-long-short/short-long-short. The child now becomes the conductor and selects three volunteers to choose the appropriate sounds to match the card and to stand in the right sequence.

The conductor points to each child in turn in order to signal that they should play.

***NB. The conductor should not point to the next child until the previous sound has faded.***

Repeat this game until all the cards have been used.

**Assess: Can explore duration**

**Plenary (3mins)**

Talk to the children about the sounds they have made today and ask them to listen out for sounds in the environment in or outside their school, which might be long or short.

Sing, ‘Goodbye children’

**Learning Outcomes:** Children can

Copy sung phrases

Understand the difference between long and short sounds

Create original long and short sounds

Respond to visual cues

**Lesson 2:30mins**

**Learning Intentions:** Children learn

About duration

To copy and talk about vocal qualities/timbre

About simple graphic notation

How to play from a score

**Introductory activity (10mins)**

Sing, ‘Hello children’ in four different ways: happily, sadly, grumpily and sleepily.

*Which voice has the shortest/longest sounds?*

Play the game, ‘Make your sounds as short as mine’ (Tune: Muffin Man) and ask volunteers to lead it.

Practice making the correct sounds when Charlie Crocodile or Sidney Snake are held up.

**Main activity (17mins)**

Show the children a blank score with four empty columns. In each box they should place either a snake –like squiggle or a pointed upside down ‘V’ like one of Charlie’s teeth/spikes.

This will indicate that they want a short/long sounds to be played.

Fill in one as a class.

They will have one each to complete.

As they are filling in the scores, divide the children into pairs and give out a short and a long sound to each of them.

Ask the pairs to play each other’s scores.

Listen to each score and…

**Assess: Can play from symbols**

**Plenary (3mins)**

Pack the instruments away and ask the children to indicate with thumbs up, down or to the side, how easy/difficult they found it completing the scores and playing from them.

**Learning Outcomes:** Children can

Copy and create long and short sounds

Follow visual cues

Notate sequences of long/short sounds

Play from symbols using the correct sounds

**Lesson 3:30mins**

**Learning Intentions:** Children learn

A new chant

About the history of chocolate

To clap and play different time values

About stick notation

**Introductory activity (10mins)**

Sing, ‘Hello children’ and play, ‘have you brought your…voice?’ The children answer, ‘Yes I have, yes I have’, copying the vocal quality/mood of the question

E.g. whispering and playground voice

*Make sure some of the voices are short and some long and discuss these afterwards.*

Look at some facts about chocolate

The ancient people of Mexico who first discovered the chocolate tree or ‘Theobroma’ were called the **Mayans.**

The chocolate was made from ground **Cacao beans**

The chocolate was mixed with **chilies.**

In the 13th century the Mayan people were conquered by the **Aztecs**

 The Aztecs transported the chocolate hundreds of miles away to their own lands.

The Aztec Emperor who welcomed the Spanish to Mexico and gave Cortes golden goblets of chocolate was called, **Montezuma**

Chocolate became so fashionable in Spain that it was given as part of a dowry when members of the Spanish royal family were married. In this way it reached Europe.

Chocolate reached Britain in 1657 and the drink was thought to be nutritious and a cure for many different ailments.

In 1724 Dr. Richard Brooke’s book, ‘The Natural History of Chocolate’, was published

**Main activity (17mins)**

Clap and say the following words and decide which are the longest, shortest, in the middle.

***If the children have been introduced to the time values, ‘Walk’, ‘jogging’ and ‘stride’ then ask which words fit which time value.***

**1 2 3 4**

**May - ans -**

**(Az - tecs -)**

**(Chi- lies chi- lies)**

**Ca- cao ca- cao**

**Monte- zuma Monte- zuma**

Then chose appropriate instruments to play them on e.g. triangles for the strides, woodblocks for the walks and shakers for the joggings.

**Plenary (3mins)**

Pack the instruments away and show the children three cards. Ask them to guess which sticks show four walks, four joggings and two strides.

**Learning Outcomes:** Children can

Copy vocal qualities

Identify long and short sounds

Clap, speak and play with control

**Lesson 4:30mins**

**Learning Intentions:** Children learn

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

**Introductory activity (18mins)**

Sing, ‘Hello children’ and play, ‘Some sounds are short’ (Bobby Shaftoe, clap your hands). This will encourage the children to make long and short sounds together.

Listen out for some especially good examples.

Ask the children to remember some examples of the words they said, clapped and played last week.

*Which were the longest sounds? (Aztecs/Mayans)*

*Which was the shortest sound? (Montezuma)*

*Which were in the middle? (Cocao/chilies)*

Clap and say all of them and show the children the three notation cards that you introduced at the end of the previous lesson

*Who can remember which card represented which time value?*

**Main activity (17mins)**

 Give the children some more facts about chocolate

In 1824 **John** Cadbury set up his shop in Birmingham selling **tea**, **coffee** and chocolate drink. In 1866 **George** and Richard Cadbury use a press in order to produce pure cocoa, which can be made into **eating chocolate**

In 1879 the Cadbury brothers establish a new factory in the countryside and name it **Bourneville.**

In 1900 they begin to build houses, schools, churches and shops for the workers in the Bourneville village

Write up the following words and ask the children which one matches ‘Az-tecs-‘, which matches ‘cacao’ and which matches ‘Montezuma’

**1 2 3 4**

**Tea - tea -**

**George - George -**

**John - John -**

**Cof- fee cof- fee**

**Bourne- ville Bourne- ville**

**Eating choc’late eating choc’late**

In pairs, ask the children to match up two of the words and to clap and say them to the class e.g. Tea-Bourneville, eating choc’late coffee

**Plenary (5mins)**

Introduce the chocolate ‘dance’ using the names of three famous Cadbury chocolate bars! The children should open the wrapper of a Wispa bar in time the name of the bar (‘Wispa’/walk walk).

They should twirl their fingers in the air in front of them in time to the name of the bar (‘Twirl’/stride)

They should jiggle their hips in time to ‘Curly Wurly’.

Mix up the names so they can feel and hear how each one relates to ‘Wispa’, ‘walk’. I.e. The ***pulse***

**Learning Outcomes:** Children can

Identify words as having the time value’ walk’, ‘jogging’ or ‘stride’

Say, clap, play and move to these time values

**Lesson 5:30mins**

**Learning Intentions:** Children learn

How to move to, say, clap and notate time values (walk, jogging and stride)

How to create and notate a four beat phrase

**Introductory activity (10mins)**

Sing ‘Hello children’ and then revise the ‘Chocolate dance’

Say and clap the following together, then in two groups (Wispa and Twirl) followed by Wispa curly wurly and then in three groups

*Which is the pulse? Can they remember how each is shown using stick notation?*

**1 2 3 4**

**Twirl - Twirl -**

**Wis- pa Wis- pa**

**Curly wurly Curly Wurly**

In pairs, ask one child to clap ‘Wispa’ whilst the other claps either ‘Twirl’ or Curly Whirly’

**Main activity (17mins)**

Ask the children if they remember the time names, walk, jogging and stride?

*What chocolate words have they used so far?*

Ask the children to help sort them into walks, joggings and strides and then practise saying and clapping the words.

Look at ‘My Chocolate Rhythm’ sheet and and make up some examples together, using a mixture of ‘wispa’, ‘curly wurly’ and ‘twirl’.

***NB: Make sure the children understand that they can only choose two out of the three chocolate bars.***

LA: Will mix up two of the chocolate bars and write them out using the time values ‘walk’, ‘jogging’ and/or ‘stride’ with help

MA: Will mix up two of the chocolate bars and write them out in using time values. They may also be able to write them out using stick notation with help.

HA: Will mix up two or three time values e.g. wis-curly-twirl, write them out using the names ‘walk’, ‘jogging’ ‘stride’ and using stock notation.

**Assess: Can create a 4 beat phrase**

**Can notate a 4 beat phrase**

**Plenary (3mins)**

Ask the children to indicate with their thumbs up/down/to the side how difficult they found today’s task

**Learning Outcomes:** Children can

Discriminate between the sounds/duration of three time values

Say, clap and move to them

Use simple stick notation to notate them

**My Chocolate Rhythm**

**Wis-pa = walk walk or I I Twirl = stride or h**

 **Cur-ly wur-ly = jogging jogging or Ԓ Ԓ**

**Each walk is worth 1 beat (e.g. ‘wis’ or ‘pa’)**

**Each jogging is worth one beat (e.g. curly or wurly)**

**Each stride is worth two beats (e.g. Twirl)**

**Try making up your own four-beat rhythm and writing it in the boxes below**

**e.g.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Wis** | **pa** | **curly** | **wurly** |
| **walk** | **walk** | **jogging** | **jogging** |

**e.g.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Twi-** | **rl** | **curly** | **wis** |
| **Str-** | **ide** | **jogging** | **walk** |

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**Can you write the proper stick notation below?**

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**Lesson 6:30mins**

**Learning Intentions:** Children learn

A new song

To copy soh and mi

To play the time values walk/jogging/stride

To play in two or more groups

**Introductory activity (8mins)**

Sing, ‘Hello children’ and ask them what the movement of my hands might show (The high and low sounds or ***pitch***)

Show the children a cardboard picture of a chocolate bar and introduce the simple song, ‘I’ve got a chocolate bar. Can you tell me who you are?’ using the notes G and E.

The children should sing, ‘My name is …’ (GeeGE)

**Assess: Can sing soh and mi**

**Main activity (15mins)**

Introduce the song, ‘Chocolate, chocolate’. This is set to the notes G and E (soh and mi) and is an adaptation of the Kodaly song, ‘Cobbler, cobbler’.

Choc’late, choc’late in my tum

g g e e g g E

Eat it up – yum, yum yum

g g E g g E

Thank the Mayan kings and queens for

g g e e g g E e

Sharing the – cocoa bean –

g g E g g E

Sing it and tap a steady pulse on their knees at the same time

*Which time value is this? (Walk or wispa)*

*Now try tapping ‘jogging’ or ‘curly wurly’ under the song.*

*Finally, try tapping a stride or twirl and then turning the hands over, palms upwards.*

Divide the children into three groups and give out woodblocks/claves (walk), shakers (jogging) and triangles (stride) to accompany the song. Give each group the opportunity to play whilst the other two groups sing and then to swap over instruments so that they experience playing all three time values.

**Plenary (7mins)**

Try combining the group playing walk and stride and then the group playing walk and jogging.

If the children find this easy, try combining all three time values

**Assess: Can play and sing with awareness of pulse**

**Learning Outcomes:** Children can

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

**Lesson 7: 30mins**

**Learning Intentions:** Children learn

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

**Introductory activity (10mins)**

Sing, “Hello children’ and revise the ‘Chocolate song’. Sing it three times in order to practise tapping all three time values whilst singing.

Show the children the stick notation for each.

Now show them cards where the notation has been mixed up and ask them to say and clap those examples.

**Main activity (17mins)**

Give out instruments on which children can tap a time value or rhythm clearly and ask them to say and play the stick notation on rhythm cards using the chocolate names and then the time names ‘walk’, ‘jogging’ and ‘stride’.

*Can they remember the most famous story about a Chocolate factory?*

Ask the children to remember the names of all the characters in the story and write them on the board.

Now place them in a ‘stride’ column, a ‘walk’ column and a ‘jogging’ column.

**Walk**

**1 2 3 4**

**Char- lie Buc- ket**

**Stride**

**1 2 3 4**

**Mum - Mum -**

**Dad - Dad -**

**Jogging**

**1 2 3 4**

**Willy Wonka Willy Wonka**

The names of the other children in the story are a mixture of walks, joggings and strides

**1 2 3 4**

**Au- gustus Gloop - walk jogging stride**

**Ver- ruca Salt - walk jogging stride**

**Vio- let beauree- Garde jogging walk jogging walk**

**Mike Tea- vee - walk walk stride**

**Grand- pa Joe - walk walk stride**

**Grand- ma Jose- phine walk walk jogging walk**

Give the children the opportunity to clap, play and say these rhythms and then give out white boards and ask them to write each rhythm down using stick notation.

**Assess: Can play from stick notation**

**Plenary (3mins)**

*What rhythm is ‘oom pah-loom-pah’?*

**Learning Outcomes:** Children can

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

**Lesson 8:30mins**

**Learning Intentions:** Children learn

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

**Introductory activity (7mins)**

Sing, ‘Hello children’ and revise the time names walk, jogging and stride.

Say and clap each time value.

Ask the class to work out what the rhythm of the call ‘Hello children’ is in time names (Walk walk walk walk)

*How might that change if I sang, ‘Hello everyone’? (Walk walk jogging walk)*

*Who can remember whose name was four walks?*

*Whose name was four joggings?*

*Whose name was two strides?*

**Main activity (15mins)**

Divide the children into 6 groups. Give each group a character from the story to depict using instruments of their choice.

Every child in the group will play the name of that character on the instruments together.

The characters will be

* Charlie Bucket
* Willy Wonka
* Grandpa Joe
* Augustus Gloop
* Violet Beauregarde
* Oom-pah-loom-pahs

Ask each group to clap the rhythm of their character’s name*.*

*How will they make their characters sound different from one another?*

*When they choose their sounds they will think about the* ***pitch*** *of their sounds*

**Low Middle High**

Grandpa Joe Charlie Bucket Oom-pah-loom-pahs

 Violet Beauregarde

 Augustus Gloop

 Willy Wonka

*When they choose their sounds they will think about their duration (how long or short they are)*

Sort the xylophones, metallophones and glockenspiels into long, medium and short sounds

**Long Medium Short**

Grandpa Joe Charlie Bucket Oom-pah-loom-pahs

Augustus GloopViolet Beauregarde

 Willy Wonka

Give out the relevant groups some glockenspiels (high and long), soprano metallophones (medium to high and long), soprano xylophones (medium to high and short), alto/bass xylophones (low and short) and alto/bass metallophones (low and long) or…

The chime bars C and D (low), EFG (middle) or ABC’ (high)

*Can they remember what other sounds were long?*

 *E.g. triangles and Indian bells, large tambours*

*Can they remember what other instruments were short?*

*E.g. claves, castanets, maracas and jingles*

Give each group the chance to play their rhythms on the instruments they have been given

*Now ask them to think about the* ***pace*** *of their music*

**Slow Medium Fast**

Grandpa Joe Charlie Bucket Willy Wonka

Augustus Gloop Oom-pah-loom-pahs Violet Beauregarde

**Plenary (8mins)**

Ask each group to play their rhythm on their instruments.

Ask each group to comment with a thumbs up, sideways or down on

* The accuracy of the rhythm
* The pace at which they played their rhythm
* If they played it together
* If they could imagine the character from the book as they were listening

**Learning Outcomes:** Children can

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

**Lesson 9:30mins**

**Learning Intentions:** Children learn

About rhythmic notation

About working in a group

About performing

About listening to others play

**Introductory activity (10mins)**

Sing, ‘Hello children’ and then sing it using time names.

Revise the ‘Chocolate dance’ and ask the children to move to each time value.

Revise the stick notation for each time value and then ask volunteers to place the names of the characters they are illustrating from ‘Charlie and the Chocolate factory’ next to the correct rhythm card.

**Main activity (10mins)**

Sit the children in their groups and ask them to say and clap the rhythm of their characters name.

Now ask them to do it at the correct ***pace***

Give out the instruments selected the previous week and give the children time to practise their rhythms.

They should play each rhythm four times.

**Plenary (10mins)**

Record each group in turn and give another group the specific task of commenting on the music performed each time.

*Was the rhythm played accurately?*

*Were they all playing together?*

*Did they play at the correct speed/pace?*

*Could they imagine the character for the book as they were playing?*

**Assess: Can explore pitch, pace, dynamics and duration**

**Learning Outcomes:** Children can

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

**Chocolate, chocolate….**

Chocolate, chocolate in my tum

Eat it up- yum, yum, yum!

Thank the Mayan kings and queens

For sharing the cocoa bean



**Lesson10: 30mins**

**Learning Intentions:** Children learn

About time values

About rhythm

About duration

How to listen attentively

How to move and play with control

**Introductory activity (10mins)**

Sing, ‘Hello children’ and then clap and say the time names, ‘Walk walk jogging walk’.

Ask the children to respond in a similar manner e.g. Hello Mrs. Knight/walk walk jogging walk

*Discuss whether the rhythm of the call and response are the same or not*

Look at the ‘Wispa’, ‘twirl’ and ‘Curly wurly’ rhythm cards and ask the children which time value matches which card.

Revise the ‘Chocolate Dance’.

**Main activity (15mins)**

Divide the class into two groups and give one group instruments on which they can play the time values, ‘walk’, ‘jogging’ and ‘stride’ clearly.

Ask the other children to stand up and to respond to the time values they hear played with the name of the matching chocolate bar.

Tell the children that are moving that they will need to listen to the length or *duration* of the sound before they move.

Lead the instrumentalists by mouthing the time value and modeling with an instrument how to play it.

Now ask the musicians to follow the movements that the dancers make together. Lead the dancers with your back to the instrumentalists at first and then observe who can play I time with the movements.

Swap the instruments over and repeat both activities.

**Plenary (5mins)**

Pack away the instruments and try to ascertain how easy/challenging the children found it to

1. Follow sound in order to make their movements
2. Follow movements in order to make their sounds

**Learning Outcomes:** Children can

Move in response to sound

Play in response to movement

Identify and respond to the time values ‘walk’, ‘jogging’ and stride’

**Lesson 11:30mins**

**Learning Intentions:** Children learn

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’

**Introductory activity (18mins)**

Sing and clap, ‘Hello children’ and ask them to clap and sing back

*What are they clapping? (The rhythm of the words)*

Show the children the names of some of the characters from Charlie and the Chocolate factory and ask them to clap and say each one and then to match it with one of the rhythm cards on the floor.

**Main activity (17mins)**

Give the children their ‘Chocolate Rhythms’ sheets and ask them to say, clap and then play it to a partner.

Swap sheets with their partner and see if they can play each other’s rhythms.

Listen to each pair playing and saying each other’s rhythms

Check the following assessment: **Can play from symbols/stick notation**

Extension: If time, ask each pair to make up a descriptive phrase about a ‘Wispa’, ‘twirl’ or ‘curly wurly’

E.g. light and bubbly, creamy milk chocolate, sticky strands of toffee

*Can they write these in stick notation?*

*E.g. walk walk jogging walk, jogging walk walk walk, jogging jogging walk walk*

Check the assessments: **Can create a 4 beat phrase**

**Can notate a 4 beat phrase**

**Plenary (5mins)**

Pack away the instruments and ask the children what the rhythm is of the title of the book, ‘Charlie and the Choc’late fact’ry’ (jogging jogging jogging jogging)

**Learning Outcomes:** Children can

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

**Lesson 12:30mins**

**Learning Intentions:** Children learn

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

**Introductory activity (13mins)**

Sing, ‘Hello children’ and revise the game, ‘Make your sounds as long/short as mine’.

Ask volunteers to suggest new sounds and then use Charlie Crocodile and Sidney Snake as signals for the children to change the length or duration of their sounds.

Give out each child an instrument and ask him/her to think about whether that instrument will make a long or short sound when they play it.

*Discuss the facts that they have learnt about the instruments and how the material from which they are made affects the duration or length of their sound.*

Ask each child to play his or her sound in turn. The next child should not play until the sound has faded away completely.

From this game, ask the children to place their instrument in three groups on the carpet: long sounds, short sounds, sounds that fall in the middle.

**Main activity (13mins)**

Sing, ‘The Chocolate Song’ and ask the children to tap a steady pulse (walk/wispa) on their knees

**Choc**olate, **Choc**olate, **in** my **tum**

Now ask them to tap a jogging beat (curly wurly) under the song

**Choc**o**late**, **Choc**o**late**, **in my** **tum**

Finally, ask the children to show a stride or twirl by tapping their hands on their knees and then turning the palms over to face upwards

**Choc**olate, chocolate, **in** my tum

Ask the children to decide which group of instruments would fit each time value and then record each group playing their time value on the chosen group of instruments whilst the other children sing and model that time value with their hands.

LA Jogging

MA Walk

HA Stride

Repeat until each group has played

Extension: Try putting two groups together and record

* Walk and jogging
* Walk and stride

If the children manage this easily try putting all three groups together like so

* Walk first
* Then stride
* Then jogging

Check the assessment: **Can play and sing with awareness of pulse**

**Plenary (4mins)**

Pack the instruments away and ask the children what their favourite moments/activities/songs have been during the time that we have learnt about music through the topic of Chocolate!

**Learning Outcomes:** Children can

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

**Year 2 Chocolate Music Project**

**Linked to QCA Unit 3: The Long and the Short of It**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name of child** | **Can sing soh, mi, lah and doh** | **Can play and sing with awareness of pulse****(Walk, stride and jogging)** | **Can play from symbols/stick notation****(Charlie and the Chocolate Factory rhythms)** | **Can create a 4 beat phrase****(Chocolate phrase)** | **Can notate a 4 beat phrase****(Chocolate phrase)** | **Can explore pitch, pace, dynamics and duration****(Charlie and the Chocolate factory composition)** |
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**3 = emerging 2 = achieving 1 = exceeding**