**Loughton Manor First School**

**Taking Off: Year 2**

**Lesson 1: 30mins**

**Learning Intentions:** Children learn

To revise high and low vocal sounds

To revise a singing game

To identify changes in pitch

To identify the shape of pitched phrases

To sing a new song

**Introductory activity (10mins)**

Sing, ‘Hello children’ and show the movement of pitch with my hands

Ask the children what my hands are showing.

Ask them to say Hello in their highest and lowest voices.

Now ask them to follow my hands as they go on a roller coaster.

Remind them of the song, ‘See Saw’ that they learnt in Year 1 and ask them to sing it in pairs as they move up and down with the music.

See Saw up and down

G E G G E

In the air and on the ground

G G E E G G E

**Main activity (15mins)**

Ask the children to listen to track 34 ‘I jump out of bed’ and to listen to the melody as it accompanies the words, ‘I jump’.

*What happens to it? (It jumps up)*

Ask the children to show the three jumps with their hands in the air

*Are they the same? (No, each one gets bigger)*

Now sing the remainder of the verses

Listen to track 36, Looby Loo’ and ask the children to add the actions to add actions to each verse.

*Can anyone draw the shape of the first line in the sky?*

Repeat this with all four lines and then show the children the, ‘Looby Loo lines’ worksheet.

**Plenary (5mins)**

Some of the sounds to day have been high, some low and some in the middle. Some sounds have moved up and some down.

Sing ‘Goodbye children’ in the following ways

* EDCC (Descending by step)
* CDEE (Ascending by step)
* GEGE (Skipping like the notes in See Saw)

**Learning Outcomes:** Children can

Follow signals showing movement in pitch

Follow changes in pitch with body actions

Recognise changes in pitch

Recognise that pitch can move by step or skip

**Week 2: 30mins**

**Learning Intentions:** Children learn

To listen to music attentively

To draw the shape of melodic phrases in the air

About ascending and descending phrases

A new song

To play ascending and descending phrases

**Introductory activity (10mins)**

Sing, ‘Hello children’ and show the shape of the phrase to the children.

Say, ‘Have you brought your low voice?’ and ask the children to reply ‘Yes I have’ in a low voice. Repeat this with a high voice.

Now ask the children to listen to a piece of music that was written to illustrate an animal.

Can they guess what the animal is? There clues are as follows

*Is the pitch of the music high or low?*

*Is the pace of the music fast or slow?*

The children will listen to part of ‘The Elephant’ from ‘Carnival of the animals’.

**Main activity (15mins)**

Teach the children the song, ‘Once a Man fell in a Well’.

Once a man fell in a well

C D E F G G G

Splish splash splosh he sounded

C D E F G G

If he had not fallen in

C D E F G G G

He would not have drownded

G F E D C C

Ask the children to follow the shape of each line and to tell me if it ascends or descends (Lines 1, 2 and 3 ascend and line 4 descends)

*What happens to the last three words of the first line? (They stay on the same note) In line 2 and 4 it is the last two words.*

Put the children into groups of 4 and ask player 1 to play the first line, player 2 the second, player three the third and player four, the fourth line.

**Plenary (5mins)**

Sing some goodbye phrases using ascending or descending notes and check the childrens’ understanding

E.g. Goodbye children (EDCC/CDEE)

Have a lovely afternoon (GFEDCCC/CDEFGGG)

**Learning Outcomes:** Children can

Follow the movement of pitch

Sing tunefully and accurately

Copy sung phrases

Identify high or low pitched music

Use their knowledge to copy melodic phrases on tuned instruments

**Week 3: 30mins**

**Learning Intentions:** Children learn

About ascending and descending sounds

To identify sounds that move by step or skip

How to use this knowledge when listening to music

How to compose simple two-note phrases

How to notate them

How to play from simple graphic notation

To sing in two parts

**Introductory activity (10mins)**

Sing, ‘Hello children’ in the following ways

* GECC (descending by skip)
* CEGG (ascending by skip)
* CDEE (ascending by step)
* EDCC (descending by step)

Talk about sounds that move by step.

*Can they identify the creature in the music by listening to its call?*

*Does the call made move by skip or step?*

Listen to ‘The Cuckoo’ from ‘Carnival of the Animals’

**Main activity (15mins)**

Show the children a score with Heidi and Lola on it. When we move the black dot to Heidi’s line they should play the G (higher sound). When the dot is on Lola’s line, they should play the yellow chime bar (lower sound).

Place a set of chime bars in front of groups of four children and number them 1-4. Ask all the number 1’s to follow the score whilst the other children use their hands and call out ‘high’ and ‘low’. Repeat this with number2’s, 3’s and 4’s.

Now give each group a miniature score and ask them to organise the dots into a pattern. Take it in turns to play the pattern and listen to as many groups as possible.

***Assess: Can order sounds within simple structures (L2)***

***Can represent sounds with symbols (L2)***

**Plenary (5mins)**

Revise the song, ‘Once a man’ and sing each line, whilst showing the movement of pitch with the hands.

Try singing the song in canon. The second group starts when group 1 sings, ‘in a well’

Group 1: Once a man fell in a well etc.

Group 2: Once a man fell in a well etc.

*How does the pitch move? (By step)*

**Learning Outcomes:** Children can

Sing tunefully in unison and in canon

Identify and respond to sounds that move by step or skip

Respond to sounds that ascend or descend

Create their own tow-note phrase

Notate their ideas using

Play their idea from simple scores

**Taking Off: Year 2**

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| **Name of child** | **Children order sounds within simple structures (L2)**  **(Weeks 3/4/6)** | **Children sing with a sense of shape and melody (L2)**  **(Weeks 3/4/5/6)** | **Children represent sounds with symbols (L2)**  **(Weeks 3)** | **Children improve their work (L2)**  **(Week 5/6)** |
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**Lesson 4: 30mins**

**Learning Intentions:** Children learn

About phrases that ascend and descend by step

A new song

How to play by ear (pick out melodic phrases)

How to use their knowledge to compose

To sing in two parts

**Introductory activity (10mins)**

Sing, ‘Hello children’ ascending and descending by step (EDCC/CDE) and ask the children copy the phrases and show how they move with their hands.

Revise the ‘Penguin Song’ from Singing Sherlock Book 1

Have you ever had a

c d e f G a

Penguin come to tea?

g f e d C

Take a look at me a

c d e f G a

Penguin you will see

g f e d C

*How do each of the phrases move?*

Ask volunteers to play each line on the standing up xylophone

**Main activity (15mins)**

Put the children into groups of four and give each group a set of chime bars.

Each player will pick out each pine of the penguin song, using their knowledge of pitch to help them.

Listen to all numbers 1’s as they play line 1 and repeat this with each line in turn. Ask the children to sing each line as the players pick out the notes and assess:

**Children sing with a sense of shape and melody (L2)**

Now give all the number 1’s the task of making up a tune that ***ascends by skip***

All number 2’s should make up a tune that ***descends by skip***

Number 3’s should make up a tune that ***ascends by step***

Number 4’s should make up a tune that ***descends by step***

Listen to all the numbers in turn and if time, give the children the opportunity to make up tunes with a mixture of steps and skips.

**Plenary (5mins)**

Revise the song, “Once a Man Fell in a Well’ and try singing the song in unison and in canon.

**Learning Outcomes:** Children can

Recognise phrases that ascend/ descend

Recognise movement of pitch by skip or step

Use this knowledge to create their own phrases

Maintain a part within a large group

Sing with a sense of shape and melody

elloHHHHHH

**Week 5 (30mins)**

**Learning Intentions:** Children learn

To identify the movement of pitch

How to use their voices to explore a familiar story

To sing in two parts

About ascending and descending sounds

**Introductory activity (10mins)**

Sing ‘Hello children’ using the notes C and G (CGCC)

*How has my hello changed today?*

*Can they show me how it might be played on the xylophone?*

Remind the children that notes can move by step, skip or leap. This is the piece of information that they will need in order to be musical detectives today.

*Can they guess how this animal might be moving by the way in which the sounds move?*

Listen to ‘The Kangaroo’ from carnival of the Animals and ask the children for their suggestions. Now ask them to listen to it again and to follow the movement of pitch with their hands.

**Main activity (15mins)**

Introduce the story of the Three Billy Goats Gruff from ‘The Singing Pigs’ and ask the children to say the words, ‘trip-trap’ in the appropriate voice (high-middle-low).

*What would be the pitch of the troll’s voice? (Very low)*

Play the chime bars CEG and ask the children which sound would be most appropriate for which goat.

Hand out boxes of chime bars 9 one between three if possible) and number the children in each group, 1, 2, 3.Numbers 1’s will all play G as the other children say ‘ trip trap’ in their high voices.

Number 2’swill play E and number 3’s will play C. If there are four children in each group, ask the last child to provide the ‘Splash’ at the end.

**Plenary (5mins)**

Revise the song, ‘Once a Man fell in a Well’ and try the lines normally and in their inverted form

e.g. Once a man fell in a well

G F E D C C C

Splish splash splosh he sounded

G F E D CC

If he had not fallen in

G F E D C C C

He would not have drowned

C D E F G G

**Assess: Children sing with a sense of shape and melody (L2)**

Try this in two groups in canon, asking the children to follow the shape of the phrases with their hands.

*How does the pith of that song move? (By step)*

*How did our hellos and the pith of the Kangaroo’ music move? (By leap)*

*Sing ‘Goodbye children’ using our familiar skipping sounds (GEGE)*

**Learning Outcomes:** Children can

Use their knowledge of stepping, skipping and leaping sounds to identify an animal’s movements

Change their voices and select tuned sounds to illustrate characters in a story

Maintain an independent part within a large group

**Lesson 6: 30mins**

**Learning Intentions:** Children learn

To listen to music attentively

To revise their knowledge of pulse and rhythm

To select appropriate un-tuned sounds to illustrate a story

To talk about their work and the work of others and how they might improve it

**Introductory activity (10mins)**

Sing, ‘Hello children’ using a mixture of skips (GEGE), steps (EDCC) and leaps (GCGC)

Ask the children to use their knowledge of steps, skips and leaps to help them decide what animal is being illustrated by the music today.

Listen to ‘The Donkey’ and discuss its call afterwards.

*How does the pitch move? (High to low)*

**Main activity (15mins)**

Remind the children of their work with the story of the Three Billy Goats gruff and ask them to remember which sound (CEG) went with which goat.

Play, ‘Which Goat?’ Play either a CE or G chime bar and ask them to reply with their low, medium or high voice, ‘Big Billy Goat Gruff’, ‘Middle-sized Billy Goat Gruff’ or ‘Smallest Billy Goat Gruff’.

Ask the children to clap the rhythm of these three replies.

Now look at some instruments on the carpet. *They do not have a pitch but which might be suited to which goat and why?*

E.g. Big BGG – Drums and tambourines

Middle Sized BGG- woodblocks and triangles (Held tightly)

Smallest BGG- finger cymbals, castanets and claves

The un-tuned instruments will play the **rhythm** of the phrases

1 2 3 4 1 2 3 4

Smal- lest billy goat small- est billy goat

Middle sized billy goat middle sized billy goat

Big - billy goat big - billy goat

Whilst the tuned instruments (GEC) will play the **pulse** (trip trap trip trap)

Perform (and record) the whole story and ask the children to comment upon how their group might have improved their work. E.g. ‘We could have played the drums quieter so we could hear the chime bars’ or ‘We needed to listen to the pulse and not get faster’

**Assess: Children improve their work (L2)** (This might need to be done at another time when they listen to the recording)

**Plenary (5mins)**

Pack away and sing goodbye in a variety of ways. Each time, the children should echo the movement of pitch and show it with their hands.

**Learning Outcomes:** Children can

Identify the movement of pitch in recorded and sung sounds

Select sounds to accompany a story according to their pitch and timbre

Play with control and awareness of others in their groups

**Assessment- Taking Off (Finding and responding to pitch)**

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| Name of child  Date of assessment | Can copy back sung phrases using G and E | Can follow the movement of pitch with hands | Can respond to ascending and descending phrases with movement | Can respond to visual and aural clues with ascending/descending/HML sounds |
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