Music Learning Journey
Year 2 Autumn 1st ½

Tony Chestnut

Focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned, progression snapshot 1.

Performance day.
- Play a follow-my-leader 4-beat action game.
- Listen to *Fanfarra (Cabua-le-le)* by Sérgio Mendes.
- Play a copy game using the notes C and G to the backing track.
- Composing call-and-response music in pairs.

Improvise rhythms along to a backing track.
- Practise singing *Tony Chestnut* with good diction.
- Practise playing the melody of Tony Chestnut with a partner, and as a class.

Play the songs melody on a tuned percussion instrument.
- Play warm-up games to practise keeping a steady beat, and pitch match singing.
- Practise taking the lead in an action echo activity.
- Recap the song *Hi lo chicka lo.*
- Begin to learn the 'call' or 'response' phrases of the song's melody on a tuned percussion instrument.

Progression snapshot 1. Make a video recording of children singing.
- Lead or respond to a 4-beat action pattern.
- Echo sing in a name game.
- Copy and demonstrate a noisy picture using a pitch pencil.
- Learn the song *Hi lo chicka* lo and perform the song with beat actions.

Get to know the song – improving phrasing and tuning. Track the shape of the melody with gesture.
- Practise making up 4-beat action patterns for each other to copy.
- Echo sing in a group as part of a warm-up.
- Make noisy pictures.
- Sing the song quietly and gently to a 'la' sound and follow the shape with their hand.
- Improve their singing of the song

Get to know the song – learn the melody and add actions on the beat.
- Practise echoing actions to a beat.
- Get familiar with the song structure and understand the word play.
- Learn the melody of the song.
- Keep a steady beat while they sing.

Key Content:
- Improvise rhythms along to a backing track using the note C or G.
- Compose call-and-response music.
- Play the melody on a tuned percussion instrument.
- Sing with good diction.

  Recognise and play echoing phrases by ear.

Key vocabulary
- **Pitch:** 'cuckoo call' interval (minor 3rd), melody.
- **Structure:** echo, call-and-response.
- **Tempo:** beat, steady beat.
- **Timbre:** tuned (has notes) and untuned percussion instruments (doesn't have notes).
- **Other:** diction, improvise.

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What should I already know from Year 1?
- Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Pupils play tuned and untuned instruments musically.
- Pupils listen with concentration and understanding to a range of high-quality live and recorded music
- Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.

This year we are learning to:
- Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Pupils play tuned and untuned instruments musically.
- Pupils listen with concentration and understanding to a range of high-quality live and recorded music
- Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.

In Year 3 we will be learning to:
- Listen with increasing accuracy identifying the inter related dimensions in a piece of music - e.g. pitch, dynamics, tempo
- Use musical vocabulary to describe a piece of music.
- Use musical vocabulary to describe what they like and do not like about a piece of music
- Explore different interpretations of music such as dance, art, creation of own music response
- Combine different sounds to create a specific mood or feeling with increasing awareness of the inter-related musical dimensions and the effect they have
- Record their work graphically

Name: .....

Class: .....

Tony Chestnut

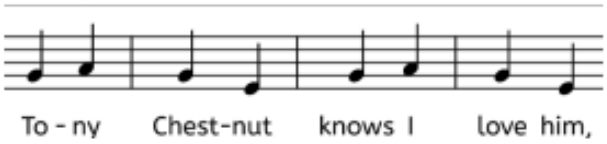
Year 2 Term 1

Phrase = a musical sentence.

'Tony Chestnut knows I love him'

head shoulders knees toes

Melody = the tune.



Steady beat:

The heartbeat of the music ...

Keep your actions on the beat.

"Cuckoo call"

G

Higher pitch

E

Lower pitch

Sing your name to the 'Cuckoo call' notes.

Improvise = make it up on the spot.

Echo echo echo = copy back the song or sounds to the leader.

Call-and-response

my turn your turn

Tuned percussion:

xylophone

glockenspiel

Can you think of any more?

Untuned percussion:

bass drum

cymbals

castanets

Can you think of any more?

Did you know …

Untuned and tuned instruments make up the percussion section in an orchestra.

These instruments can play a tune.

Look carefully. Can you name any of these instruments?

These instruments do not play a tune.

Hi lo chicka lo
(progression song)

Hi lo chick-a lo
chick-a lo
chick-a lo
Hi lo chick-a lo
chick-a lo Hi!

How confident do you feel making up call-and-response patterns and playing the melody on tuned percussion instruments?

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