



# Christ the King Catholic Voluntary Academy

## Music Medium Term Plan: Year 2



Focus of Unit: World musical traditions	NC Objectives:	QFL: Can I respond to Indonesian Gamelan music by listening, composing and performing?	Focus Artist / artwork: Baris Gong Kebyar of Peliatan
<b>Prior Learning:</b>  EYFS: singing, recognising key instruments  Year 1 - the names and sounds of the orchestral instruments and the instrumental families that they belong to. Year 1 - Brazilian samba - call and response. Year 1 - call and response of a rhythm, keeping the beat  Some children: <ul style="list-style-type: none"><li>- May understand a musical tradition from their own culture</li><li>- May play a musical instrument / have an instrument at home</li><li>- May have some experience of live music.</li></ul>	<ul style="list-style-type: none"><li>• use voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>• play tuned and untuned instruments musically</li><li>• listen with concentration and understanding to a range of high-quality live and recorded music</li><li>• experiment with, create, select and combine sounds using the interrelated dimensions of music</li></ul>	<b>QFLs + Resources (instruments/artefacts/pictures/etc) + Activity in class</b>  <b>Lesson 1 - LISTENING (Composer's turn)</b> <b>Resources:</b> picture of composer / class music book to record ideas in / resources for your choice of respond. <b>Activity/skill used:</b> Start with a review of learning / exploring what music the children already know or enjoy listening to. Review: show video of the orchestra and ask what the children can see (lead them to notice the conductor) Listen as an audience - What is the music like? What can you hear? What effect does it have on you? Do you like/dislike it? Why? Listen as a composer - what has the composer done and why? This will help us generate a success criteria for the following lesson. Respond - Children dance to the music making their movements bigger or smaller depending on the volume and freezing when it stops. Children could also practise being conductors and using their arms to show the crescendo and diminuendo and when the music stops. <b>Listen Appreciate Explore</b>  <b>Lesson 2 - COMPOSING (our turn)</b> <b>Resources:</b> metallic instruments, class music book to record the lesson <b>Activity/skill used:</b> Start with a review of learning from previous years / last lesson Practise with the piece of music. - children have a turn playing along trying to stop and start at the appropriate time and get louder and quieter. Discuss the element of the music / key skill that you are going to focus on (dynamics and following the conductor). Teacher acts as the conductor and conducts the children in getting louder and quieter and stopping at the same time. Create success criteria for playing gamelan style music paying attention to the conductor. <b>Explore Compose Express themselves</b>	<b>Knowledge - what should the children know by the end of this unit?:</b> <ul style="list-style-type: none"><li>- That this piece of music is from Indonesia and where Indonesia is from.</li><li>- That different countries have different musical traditions.</li><li>- What a conductor is and what they do (show/tell musicians when to play and make sure that groups of musicians play together knowing what volume to play at.</li><li>- The music can be played at different volumes - loud, soft and in between.</li><li>- That the volume of a piece of music is called the dynamics. That loud is called 'forte' and soft is called 'piano' and these words are Italian.</li><li>- That when music gets louder it is a crescendo and when it gets quieter it is a diminuendo (also Italian)</li></ul>

		<p><b>Lesson 3 - <u>PERFORMING</u> (your turn)</b></p> <p><b>Resources:</b> metallic instruments, class music book to record the lesson, print outs of success criteria created in the last lesson, ipad to record performances.</p> <p><b>Activity/skill used:</b> Start with a review of learning from previous years / units.</p> <p>Practise following the teacher as conductor as we did last lesson.</p> <p>Split into small groups to do the same activity with children taking it in turn to be the composer.</p> <p>Peer evaluate based on the success criteria - what can we improve on before the final performance?</p> <p>Each group picks a good conductor and performs (video on ipads)</p> <p>Self-evaluate based on success criteria and also <i>what a good musician does</i>.</p> <p>Present in class music book with children reflections and evaluations.</p> <p><b>Control Evaluate</b></p>	<ul style="list-style-type: none"> <li>- How to follow a conductor to know when to play and what volume to play at.</li> </ul>
<p><b>Vocabulary (at least 5 key terms that relate to your unit)</b></p> <p>Indonesia, Gamelan, conductor, dynamics, forte, piano, crescendo, diminuendo</p>			