ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Music UNIT: Season's Greetings TERM: Autumn 2 YEAR GROUP: 2

<table>
<tr><td colspan="2">How can we successfully perform a Christmas song?</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td>END OF UNIT OUTCOME</td><td>Performance to Oak Class</td></tr>
<tr><td>OBJECTIVES</td><td>• use their voices expressively and creatively by singing songs and speaking chants and rhymes
• play tuned and untuned instruments musically
• listen with concentration and understanding to a range of high-quality live and recorded music
experiment with, create, select and combine sounds using the inter-related dimensions of music.</td></tr>
<tr><td>CONCEPT: Leadership</td><td></td></tr>
<tr><td colspan="2"></td></tr>
<tr><td>LESSON 1 QUESTION</td><td>Can I play an untuned percussion instrument in a simple rhythm?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td>Duration
Respond to, recognise and distinguish between steady beats (counting in groups of 4s, 2s and 3s) and rhythm pattern and how they fit together

Playing
Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments using both hands, differentiating between left and right. Begin to play with musical intent</td></tr>
<tr><td>RICH TASK</td><td>• Play Clip clop jingle
Set up a steady beat and then all chant together "clip clop jingle jingle"
e.g.
<table><tr><td>Clip</td><td>clop</td><td>jin- gle</td><td>jin – gle</td></tr></table>
When confident with this divide the class into two groups to play the words using untuned instruments. One group chants clip clop whilst playing the words using wooden sounds e.g. coconut shells, wood blocks, claves or wooden agogos. The other group chants jingle jingle whilst playing the words using bell sounds e.g. sleigh bells/tambourines (shaky eggs also work well)

Once confident ask a leader to call "all change" – the words then change order to jingle jingle clip clop.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td>S- Sit pupils who find it challenging near me and provide them with a steady beat to follow.</td></tr>
</table>

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<table>
<tr><td></td><td colspan="3">C – Can they speed up and slow down?</td></tr>
<tr><td>KEY VOCABULARY</td><td>Duration - long, short, steady beat, rhythm pattern</td><td>RESOURCES</td><td>Untuned percussion eg wood blocks, claves, bells, tamborines, shaky eggs</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 2 QUESTION</td><td colspan="3">Can I use my body and untuned percussion to respond appropriately to a piece of music?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Listening and responding
Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas

Describing and discussing
Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Listen to festive music (below) and enjoy identifying and joining in with the steady beat first through body actions (e.g. tapping the steady beat on thighs) and then choosing and using appropriate festive sounding instruments e.g. sleigh bells, tambourines and shaky eggs.

Sleigh Ride by Leroy Anderson
This piece was composed in 1948 by Leroy Anderson and depicts riding along in a horse drawn sleigh. Listen and respond to the steady beat as suggested above. Listen again, respond to and join in with the sounds of the ride including:
- the clip clop of the horses hooves played on coconut shells
- the sleigh bells jingling
- the cracking whip played on a slap stick (wooden percussion instrument)
- the horse neighing at the end of the piece played by the trumpet
What do we like about it? What do we not like? Why?</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – Widget mat for musical terms

C – Can they identify which instrument would be best to enhance the melody? Why?</td></tr>
<tr><td>KEY VOCABULARY</td><td>Pitch - higher, lower, melody, repeat
Duration - long, short, steady beat, rhythm pattern</td><td>RESOURCES</td><td>Untuned percussion as above

Sleigh ride music:

Bing Videos</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 3 QUESTION</td><td colspan="3">Can I sing and understand a traditional Christmas song?</td></tr>
</table>

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<table>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Listening and responding
Respond to, identify, and distinguish between sounds and music in different contexts.
Begin to consider how music illustrates the composer's ideas
Listen to Sleigh Ride by Leroy Anderson and Jingle Bells by James Lord Pierpont

Describing and discussing
Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Introduce the song Christmas is Coming
Listen to a recording of the traditional Christmas song Christmas is Coming, the geese are getting fat. As this is a popular Christmas tune there are many recordings available and, as is customary with folk tunes, many slightly different versions exist - some sing "goose" instead of "geese", some repeat the first two lines before moving on and some use a different melody
We have chosen our favourite version to use for this unit of work. Follow this link on Youtube https://www.youtube.com/watch?v=jnDIJ7uk4sg

sing along and become familiar with the melody and lyrics.

Think about the meaning of the song Christmas is Coming
The lyrics of this song announce that Christmas is approaching. Geese are a traditional Christmas celebration food. Before turkey became a favourite Christmas dinner was often a goose or boar. (Link to Victorians work in History)

This song is about charity and encourages the listener to think about others less well off than themselves

Ha'penny is an abbreviation of half penny, singing about old currency shows how old the song is!

Zoom in to the lyrics and write simple explanation</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – Match explanations and lyrics

C -Why might people have sung this song?</td></tr>
<tr><td>KEY VOCABULARY</td><td>Pitch - higher, lower, melody, repeat
Duration - long, short, steady beat, rhythm pattern</td><td>RESOURCES</td><td>Song link</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 4 QUESTION</td><td colspan="3">Can I create a graphic score to show changes of pitch in a melody?</td></tr>
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KEY KNOWLEDGE	• **Rehearsing and performing** Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve and present a performance **Notating** Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch		
RICH TASK	**Learn to sing the song *Christmas is Coming*** • Continue to learn to sing the song paying careful attention to the melodic line and diction • Keep the steady beat Tap the steady beat on thighs whilst singing then play the steady beat using festive instruments • Identify the highest notes Hand map the melody and identify the highest note (*please* and *pen* of ha'penny) • Identify and count the lowest notes Count how many times the lowest note is used (4 times) • Draw a graphic notation that shows the shape of the melody (see the example at the end of this unit)		
SUPPORT AND CHALLENGE	S – Create graphic score for the first 2 lines only. Give words of lyrics to move to lower / higher points? Work on tables to allow easy changes C – Score the whole song, using dots for each syllable. Identify lowest / highest notes		
KEY VOCABULARY	Pitch - higher, lower, melodic shape, steps, leaps, repeated notes Duration - long, short, steady beat, rhythm pattern	**RESOURCES**	Graphic notation score sheet
LESSON 5 QUESTION	**How can we successfully perform our Christmas Songs?**		
KEY KNOWLEDGE			
END OF UNIT OUTCOME	Practise and then perform our accompaniment to Sleigh Ride and singing of Christmas is Coming to Oak Class		
SUPPORT AND CHALLENGE			
KEY VOCABULARY		**RESOURCES**	Instruments Backing tracks

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