

YEAR 2

Great Fire of London

Scheme of Work

Introduction

Through the topic of the 'Great Fire of London', pupils explore dynamics, pulse, beat and rhythm using both Western and graphic notation and interpreting dynamic symbols. Pupils create music in response to a non-musical stimulus, sing and perform on instruments with a partner, in small groups and as a whole class ensemble and begin to develop knowledge and understanding of baroque music.

Key Skills

- Listening: Features of Baroque, identify instruments, texture, use of voice, word painting
- Composing: explore vocal sounds, found sounds, instruments, record rhythms: notation
- Performing: follow a score, notation, body percussion, copy rhythms, chant to a pulse, add actions when singing, sing in a round
- Social: co-operation, respect, kindness, communication
- Emotional: independence, perseverance, empathy, confidence
- Thinking: provide feedback, select/apply, comprehension, reflection

Learning Objective

LESSON 1	To explore dynamics through listening and performing.
LESSON 2	To explore dynamics through composition and performance.
LESSON 3	To perform with a steady pulse with a partner.
LESSON 4	To identify beat groupings.
LESSON 5	To create and perform rhythms using notation.
LESSON 6	To perform a rhythm using notation as part of a whole class ensemble.

Assessment Criteria

YEAR 2

- I am beginning to control sounds with intention.
- I am beginning to relate to simple graphic images, dynamic symbols and use stick notation to record simple rhythms.
- I can demonstrate increased confidence when following musical directions given both aurally and through physical inflection.
- I can explore, use and recognise changes in timbre, pitch and dynamics.
- I can perform and accompany singing with actions and body sounds in time with a steady pulse.
- I can sing with developing control of pitch and diction.

Links to the National Curriculum

ENGLISH

- Learning key vocabulary: dynamics, tempo, pitch, timbre, conductor
- Understand and follow instructions
- Communicate and express musical and emotional ideas
- Form opinions and provide feedback

MATHS

- Finding, following and creating musical patterns

HISTORY

- Learning about events beyond living memory that are significant nationally or globally
-
-