

YEAR 2 Folksongs

Scheme of Work

Introduction

In this unit, pupils learn to sing and perform folk songs from around the British Isles. They identify features of folk music and explore amongst other musical ingredients: pulse, dynamics, pitch and texture. Pupils begin to understand the difference between rhythm and pulse. They explore dot notation and sing in a round and in parts.

Key Skills

- Listening: identify pulse, tempo, structure, (repetition of melody), instruments
- Composing: improvise rhythmic patterns
- Performing: class ensemble, drone, play & sing together, create texture, maintain parts, call & response, sing in a round, sing/chant in three parts, use dynamics for expression

Learning Objective

LESSON 1	To identify the pulse, playing on beat 1 to accompany singing.
LESSON 2	To embed pulse and explore key features of folk songs.
LESSON 3	To understand how texture can be created when singing in a round.
LESSON 4	To use texture and dynamics in a class performance.
LESSON 5	To understand the difference between pulse and rhythm.
LESSON 6	To read and respond to notated rhythm patterns.

Assessment Criteria

YEAR 2

- I am beginning to control sounds with intention.
- I can create my own rhythmic patterns and perform them with a steady pulse.
- I can find the pulse and the strong beat when listening and performing.
- I can identify timbre by describing the sound and link it with the intended effect.
- I can sing with developing control of pitch and know when to breathe developing an awareness of phrase.
- I demonstrate increased confidence when following musical directions given both aurally and through physical inflection.
- I recognise instruments and I am beginning to understand how they are played e.g. blown, plucked.

Links to the National Curriculum

ENGLISH

- Speak and listen in group and paired work
- Extend vocabulary through song lyrics
- Read song lyrics

HISTORY

• Understanding some of the traditions of folk music