

## YEAR 2

# Jupiter

## Scheme of Work

### Introduction

In this unit pupils will explore the instruments of the orchestra and the descriptive music of the Romantic period through the theme of space, specifically Jupiter. Pupils will be responding to music with increasing confidence. Recreating excerpts of the music exploring classroom percussion as a class and in small groups, before creating their own Jupiter hymn inspired school anthem.

Pupils will have created performances as a whole class, the process being modelled before working independently in small groups.

The pupils will not listen to the whole of Holst's Jupiter only sections. If pupils are completing quiet tasks in lessons during the unit, play Jupiter in its entirety as background music.

### Key Skills

- Listening: identify instruments, dynamics, tempo, pitch, identify themes
- Composing: select and combine resources to create music in response to a non-musical stimulus
- Performing: class ensemble, small group ensemble, show changes in dynamics, tempo, add lyrics, demonstrate an aware of occasion
- Social: communication, support, co-operation
- Emotional: empathy, confidence
- Thinking: reflection, problem solving

### Learning Objective

<b>LESSON 1</b>	To perform a fanfare inspired by the music of Richard Strauss.
<b>LESSON 2</b>	To create a class performance inspired by the music of Gustav Holst.
<b>LESSON 3</b>	To create a group performance inspired by the music of Gustav Holst.

<b>LESSON 4</b>	To refine, rehearse and perform our Jupiter piece as a group.
<b>LESSON 5</b>	To recognise changes in tempo and perform in time with the pulse.
<b>LESSON 6</b>	To create a school anthem inspired by the music of Gustav Holst.

## Assessment Criteria

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- I am beginning to recognise some orchestral instrumental sounds and how they are played e.g. blown, bowed.
- I can communicate how the qualities of sound can effect mood and emotion.
- I can demonstrate increased confidence when following musical directions given both aurally and physically.
- I can demonstrate increasing ability to perform in time with the pulse.
- I can recognise changes in tempo, dynamics and pitch.
- I can sing with developing control of pitch and pulse.
- I share ideas to create a dramatic piece.

## Links to the National Curriculum

### ENGLISH

- Learning key vocabulary: rhythm, pitch, dynamics, tempo and correct names of instruments
- Understand and follow instructions
- Communicate and express musical and emotional ideas
- Form opinions and provide feedback

### MATHS

- Finding, following and creating musical patterns

### SCIENCE

- Explore concepts of space and space exploration