

TERM: Autumn 2		YEAR GROUP: Year 2		SUBJECT: Music- animals call and response	
WEEK 1 DATE: WB 4.10..24	WEEK 2 DATE: WB 11.10.24	WEEK 3 DATE: WB 18.10.24	WEEK 4 DATE: WB 25.10.24	WEEK 5 DATE: 2.12.24	WEEK 6 DATE: 6.12.24
<p>LO: To explore listening and analysing a piece of music in relation to a story.</p> <p>Success Criteria: I can recognise changes in the tempo of the music. I can describe tempo as fast or slow. I can describe dynamics as soft or loud. I can recognise changes in the dynamics of the music.</p> <p>Main event: From the music the 3 bears ask the chn if they like the music and how it tells the story of the 3 bears. Does the music match the story? Discuss with the children what the music sounded like at different times. Was the music loud, soft, fast or slow? Did that match what was happening? How does the narrator help to tell the story with his body?</p>	<p>LO: To explore how music and sound effects can tell a story.</p> <p>Success Criteria: I can explain how music is used to support a story. I can use musical vocabulary to describe a piece of music</p> <p>Main event Play the recording and ask the children what they think about the tempo and dynamics. Did it tell the story? Give children the flashcards and in pairs ask the children to show which one they feel is appropriate for that point in the music. How were the instruments used to show different parts of the story?</p> <p>Support: Incorporate music or actions.</p> <p>Challenge: What effect on the listener does a change</p>	<p>LO: To select appropriate sounds to match events, characters and feelings in a story</p> <p>Success Criteria: I can select appropriate tempo changes to represent events. I can select appropriate dynamics to represent emotions</p> <p>Main event: Using the little red riding hood story. Think about the characters and how they are feeling at each point. How can we use volume and tempo to show this? Use a drum to model the different sounds it can make. Then in groups give the children an instrument to retell the story.</p> <p>Support: Discuss each part of the story and match to the KO.</p>	<p>LO: To suggest appropriate sounds to represent parts of a story.</p> <p>Success Criteria: I can decide if an event needs a loud or soft sound. I can suggest changes to dynamics and tempo. I can explain my choices.</p> <p>Main event: Using the Jack and Beanstalk story board. Chn are going to plan their own musical. Which sounds would go best with each part? Think about feelings, speed and volume. Circle the choices that they have made on the story board ready for next lesson</p> <p>Support: include physical movements that express the story</p>	<p>LO: To perform a composition showing changes in tempo and dynamics.</p> <p>Success Criteria: I can work as part of a group to rehearse and perform a story. I can perform clearly and confidently. I can perform showing contrasts in dynamics and tempo.</p> <p>Main event: Children to rehearse what they did on their story boards. Ensure there is a group leader. The teacher will read the story board. Consider tempo and dynamics there does not need to be a rhythm.</p> <p>Support: Support children with hand gestures to show each point in the story</p> <p>Challenge: Extra sound effects to add more detail.</p>	<p>Assessment and Christmas song practice. .</p>

<p>Support: Support with a word map. Challenge: Compare the different sections of the music.</p>	<p>in tempo or dynamics have? How does it make us feel?</p>	<p>Challenge: Designate a leader of the group.</p>	<p>Challenge: add sound effects to the story board.</p>		
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