

Year 2 Music Lesson Plan

Resource Checklist

Musical Maestros: Lesson 4

- pBuzzes
- Tuned percussion
- Untuned percussion
- A large space for group creative work
- Video camera or ipad

Learning Objective & Outcomes

Learning Objective:

To experiment with, create, select and combine sounds

Learning Outcomes:

I can experiment with and create sounds
 I can select and combine sounds to create a piece of music
 I can use my sounds to explore the interrelated dimensions of music

National Curriculum Coverage:

Experiment with, create, select and combine sounds using the interrelated dimensions of music

Starter

Lay out all the instruments that you have and ask the children to sit in a circle around them. Ask the children to experiment with the instruments to make a sound that matches the interrelated dimensions of music as you call them out.

For example when you say 'pitch' they should play something on a pitched instrument. When you say 'duration' they should play you a long or a short sound, or a rhythm pattern. When you say 'dynamics' they should play a quiet or a loud sound.

Invite the children to participate one by one, by putting their hand up when they think they've had a good idea for a sound, rather than letting them all loose at once!

You can video this activity as evidence of the understanding of the interrelated dimensions of music if you wish.

Key questions:

- What instrument would you choose?
- What sound would you make?

Main

Explain to the children that we are going to select and combine sounds to make a piece of music. We are going to use timbre, texture and structure within our pieces to make them sound interesting.

What is structure? It's knowing how the music starts, what happens in the middle, and how it stops. With your group you will need to decide on a beginning, middle and end for your piece.

What is timbre? You will need to choose different instruments and sounds for your piece to make it sound interesting.

What is texture? You will need to combine your instruments and sounds to create texture in your piece. Maybe you will start with just one sound, have lots of sounds in the middle, and then end with one sound. Or maybe you will have lots of sounds happening all at the same time all the way through!

Divide the children into 5 or 6 groups. Appoint a leader, and give them some thinking time about which instruments they would like to choose. Once they are ready, allow them to collect the instruments and experiment with them. Which ones sound good played at the same time? Which ones should be played on their own? Decide what order you will play your instruments in, remembering that your piece needs a beginning, middle and an end. Practise your piece.

Differentiation:

As this lesson is an opportunity for you to assess against one of the end of Key Stage expectations, the musical activities are not differentiated.

Plenary

Ask each group to perform their piece. Remember to video or audio record these as assessment evidence.

Explain that in KS2 the children will be continuing to work on their composing & improvising skills. They will create lots of different types of music using the interrelated dimensions of music.

Key Questions:

- What was the best bit?
- What could be improved?
- How did they use timbre?
- How did they use texture?

Assessment & Evaluation

What to look for:

Children can experiment with and create sounds to match the interrelated dimensions of music.

Children can select and combine sounds to create a piece of music with a clear structure

How will you know if the lesson has been successful?

Were the children engaged throughout?

Did everyone attempt all the tasks?

Did most of them achieve all the outcomes?

Notes for Next Time

This space is for you to reflect on the lesson and make any notes you need.

