

Topic: Music — How does music make us happy?

**Term:
Summer 1**

**Year:
Unit 2**

**Duration:
4 Weeks**

Throughout this Long Enquiry, children will develop vital musical skills encompassing musicianship, listening, singing, playing, improvising, composing and performing. They will learn about rhythmic patterns, explore diverse pitches, and play and improvise melodies on the Glockenspiel using one, two or three notes. Encouraging articulation of feelings and thoughts on various music genres will be a focus. Vocal sessions will teach clear singing with expressive delivery, complemented by actions or movement. In instrumental sessions, children will master designated parts on the Glockenspiel, delving into improvisation and composition with specified notes or symbols.

Our Enquiry will culminate in a performance for parents, showcasing their acquired skills.

What I have already learnt:

In Puffins and Penguins the children explored different sounds, rhythm, singing, and playing instruments to nurture their creativity and musical understanding.

Last Christmas, children in the Owls classes all took part in the School Nativity play titled 'The Lucky Owl', improving their skills in singing, movement, performance and teamwork.

What I will learn:

In Year 3/4, children will delve into Musical Structures, understanding how sections in music or songs repeat or alter to form the composition's structure. Through listening, singing, and instrument playing, they will explore contrasting sections, melody with accompaniment, notation, ostinato, layering percussion and symbol representation in music.

In Year 5/6, children will explore music's melody and harmony. They will learn vocal and instrumental aspects, integrating chords to enrich compositions, deepening complexity. Children will explore how solos and harmonies impact texture, noting variations and begin to develop multi-layered rhythm grids, notating in standard or graphic scores.

Week 1: Musicianship, Improvising, Listening, Singing and Performing. How to use a Glockenspiel.

| Steps in learning: | Do I know this? |
|---|-----------------|
| I can use my body to show the Pulse in a piece of music. | |
| I can clap rhythmic patterns using long and short. | |
| I can copy a rhythmic pattern. | |
| I know what is meant by Improvising in music. | |
| I know what a Glockenspiel is. | |
| I can know how to use a Glockenspiel correctly and respectfully. | |
| I can play the Glockenspiel to Improvise to a piece of music. | |
| I can listen to a piece of music and explain my thoughts, likes and dislikes about the music. | |
| I can listen to a piece of music and talk about the different instruments playing. | |
| I can listen and identify different rhythms in a piece of music. | |



Amy Beach's Piano Trio, Op. 150: I. Allegro, composed over 80 years ago, challenges gender norms. Beach, the first American female symphonist, toured internationally, showcasing her piano prowess and innovative techniques.

Week 2: Musicianship, Improvising, Listening, Singing and Performing. Playing the Glockenspiel.

| Steps in learning: | Do I know this? |
|---|-----------------|
| I can start and stop singing and playing from a signal. | |
| I know music can have different layers of sound. | |
| I know that pitch describes how high or low sounds are. | |
| I know that when the speed of the music changes, the tempo increases/decreases. | |
| I can play the correct notes on a Glockenspiel along with a song. | |
| I can sing loudly and quietly with my class friends. | |
| I know that music can be represented by symbols. | |
| I can compose music using symbols or pictures. | |
| I can play the Glockenspiel to a song with my class. | |

Week 3 and 4: Musicianship, Improvising, Listening, Singing and Performing. Playing the Glockenspiel.

| Steps in learning: | Do I know this? |
|---|-----------------|
| I know music can be one voice/sound or more in a combination. | |
| I can sing a song with a verse and a chorus. | |
| I can describe my emotions and thoughts when listening to a piece of music. | |
| I know | |
| I performed songs with singing. | |
| I performed actions and movement to the songs I sang. | |
| I performed songs with playing the Glockenspiel. | |

| Vocabulary | Definition |
|----------------------|--|
| Pulse/beat | <i>music's beat, a hidden rhythm, keeps songs moving, coordinating musicians.</i> |
| Rhythm | <i>the fun flow of music, like a dancing pattern.</i> |
| Pattern | <i>repeating notes in a fun, catchy rhythm sequence.</i> |
| Pitch | <i>How high or low a sound is.</i> |
| Tempo | <i>How fast or slow music is played.</i> |
| Dynamics | <i>How loud or soft the music is played.</i> |
| Timbre | <i>Unique sound quality that makes instruments and voices different.</i> |
| Texture | <i>How many layers of sound are in the music.</i> |
| Structure | <i>How music is organised, like a story's plot.</i> |
| Copy-back | <i>Playing what you hear, like mimicking a melody.</i> |
| Improvisation | <i>Making up music on the spot.</i> |
| Chords | <i>Chords are sounds made by playing several notes together.</i> |
| Glockenspiel | <i>A glockenspiel is a musical instrument with metal bars that you hit with a mallet to make sounds.</i> |

Websites for further learning: [KS1 Music - BBC Bitesize](#)

There are lots of tutorials available for children and grown-ups to follow on You tube to develop a love of music. Below are links to two of the songs the children really enjoy singing in our singing assemblies:

[power in me \(youtube.com\)](#)

[Try Everything - Shakira \(Lyrics\) ? \(youtube.com\)](#)

Key skills focus – structure/texture/notation

- To explore and recognise loud and quiet sounds.
- To sing loudly and quietly.
- To explore and recognise loud and quiet sounds as a range.
- To sing loudly and then softly, noting the different effects.
- To recognise that music can be one voice / sound or more in a combination.
- To recognise that music can have layers of different sounds.
- To recognise that a piece of music can have more than one section and that these may contrast.
- To recognise and sing a song with a verse and a chorus.
- To start and stop singing and playing from a signal.
- To recognise that music can be represented by pictures or symbols.
- To use pictures to represent their sounds / music.

