



Exploring and developing playing and composing using the glockenspiel.



What do we know?

Know that composing is like writing a story with music and everyone can do it. (Y2)

Know how to play the glockenspiel, including copying or to improvise. (Y2)

Know how to keep a steady pulse along with a piece of music, so you can stay in time for performing composition. (Y2)



1. To play E and D. Set basics for playing and knowledge of instrument. Baseline for notation (to support playing and composing.)

2. Play C and D. Become more fluent with playing and using notation to support. Teach timbre and dynamics.

3. Listen to glockenspiel music example. Play E, F and D. Explore note duration. Improve.

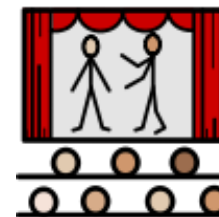
4. Play and improvise with C, D and E. Revise vocabulary and discuss songs learnt/experienced.

5. Improve. Compose, practice and perform to a set purpose (part of a song.)

6. Compose, practice and perform, capturing and reflecting on decisions.

Vocabulary

Improvise
Compose
Dynamics
Timbre
Tuned percussion



Forever Facts

Know that music can be reflected on and discussed to make musical decisions.

Know how compositions can be created, recorded, kept and played again (noted down or recorded using technology.)

Know how to create a section of music that fits within the structure of a song.

Big Ideas:



Timbre



Dynamics

Where will it go?

Showcase

Compose, practice, perform and capture a piece of music that uses E, F, D and C.



Bringing us Together



What do we know?

Know how music is made up of different parts, structures (verse/chorus) and can use different dynamics (pitch, rhythm, pulse.) Y2



Know what instruments are used in songs, and how to play some as call and response. Y1



1. Listening task – exploring colours, words, pictures and feelings. Learn to sing the song *Bringing Us Together* and respond with movement and to the pulse.

2. Discuss the 'story' the song tells. Listen to *Good Times*. Compare, using music words and ideas. Continue to learn song, adding percussion for beat.

3. Listen to *Ain't Nobody*. Discuss the instruments in the song. Continue to learn song and play rhythmic parts.

4. Listen to *We are Family*. Discuss the style, style indicators and history of the music genre. Play and sing.

5. Listen to *Ain't no Stopping us Now*. Discuss how the music might make the listener feel. Improvise movement.

6. Discuss a song using all taught so far. Rehearse performance of learnt song and response to song (dance.)

Vocabulary
Style
Dynamics
Timbre
Structure
Instruments
Lyrics
Pulse

Big Ideas-



Dynamics



Timbre

Forever Facts



Know that music is influenced by history, style and genre.



Know how to discuss music using musical vocabulary.



Know why music can make people feel see, imagine and respond in different ways.



Where will it go?

Showcase

Appraisal performance – dance or movement (could be recorded as a video, with original and/or children performing song, with appraisal quotes.)



Three Little Birds

Vocabulary

Stringed instruments
Chords
Dynamics
Perform
Rehearse
Solo
Fret



What do we know?

Know how music is made up of different parts, structures (verse/chorus) and can use different dynamics (pitch, rhythm, pulse.) Y2

Know why we need to play or sing parts in time with the steady pulse so that we can perform together or as call-and-response. Y2



1. Listen and learn to sing *Three Little Birds*. Learn open strings and tuning. Discuss style and genre.

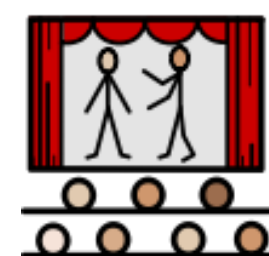
2. Listen to *Jamming*. Compare songs. Learn C Chords and continuing learning to sing main song.

3. Listen to *Small People*. Learn F Chord. Practice singing and playing song. Learn about parts and structure.

4. Learn G Chord. Rehearse and play your part.

5. Plan and discuss performance choices. Rehearse.

6. Perform to class and talk about how it went.



Big Ideas-

Dynamics

Timbre

Forever Facts

- ★ **Know that** a performance is sharing music with others (and involves choices.)
- ★ **Know how** to play chords on the ukulele and how these can be represented.
- ★ **Know how to** sing and play intime, following a leader and trying out different parts and solos.

Where will it go?

Showcase

Ukulele Performance as part of KS2 Summer Showcase.