

## Year 2 Music Lesson Plan

## Resource Checklist

### At the Seaside: Lesson 2

#### Learning Objective & Outcomes

##### Learning Objective:

To understand the concept of gradual dynamics

##### Learning Outcomes:

I can explain what gradual dynamics are

I can recognise gradual dynamic changes

I understand the terms crescendo and decrescendo

##### National Curriculum Coverage:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes

Listen with concentration and understanding to a range of high-quality [live] and recorded music

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

- 'At the Seaside' guide track
- Hebrides Overture track (link in starter section)
- Individual whiteboards

### Starter

Listen to the first minute or so of Mendelssohn's 'Hebrides Overture' which describes the sea:

<https://www.youtube.com/watch?v=CtJkEWCQEbE>

Ask the children to write 'p' on one side of their whiteboard and 'f' on the other. They should hold their boards up to show you when the dynamic changes from piano to forte. (Some of the children may want to hold the board facing themselves i.e. when the music is piano they may hold the board up with the 'p' facing them. Remind them that they should show you the symbol, not themselves)

Hopefully the fact that they keep having to change the boards around will help the children to notice that they were constantly changing and that these changes were happening gradually rather than suddenly. When the music gets gradually louder we call it a 'crescendo.' When the music gets gradually quieter we call it a 'decrescendo.' Play a short section of the music again and ask the children to show the gradual dynamic changes with their hands, moving them apart as the music gets louder and together as it gets quieter.

Key questions:

- What happened to the dynamics in this piece?
- Were the changes gradual or sudden?

### Main

Play the guide track for 'At the Seaside' and sing and chant along, remembering to copy the dynamics.

There are two freestyle sections in this song where we can chant the names of our favourite seaside activities. Create a list on the board from the children's suggestions of things they like to do at the seaside.

Split the children into four or five groups and give them one of the seaside activities each to chant. Appoint a leader and get them to practise chanting their words over and over. The leader should count them in, 1 2 3, so that they all chant at the same tempo. The leader should show the group a sign for start and stop and everyone should watch the leader carefully so that they know when to begin and end.

After a few minutes practice, ask the leaders to help their group make gradual dynamic changes by moving their hands apart when they want the music to get louder, and together when they want it to get quieter. Remember not to get too loud too quickly or this will be a sudden not a gradual change.

Ask each group to perform their chant to the class.

##### Differentiation:

***This activity can be carried out in mixed ability groups, but you may wish to select some of the more musically able children to be the leaders.***

## Plenary

Play the guide track for 'At the Seaside' again and sing along. When you get to the freestyle section add in the chants, with you leading the crescendo and diminuendo for everyone.

Key Questions:

- What was the best bit?
- What do we need to improve?

## Assessment & Evaluation

### What to look for:

Children can explain what gradual dynamics are  
 Children can recognise gradual dynamic changes  
 Children distinguish between block and gradual dynamics  
 Children understand the terms crescendo and decrescendo

### How will you know if the lesson has been successful?

Were the children engaged throughout?  
 Could they all understand the concept of gradual dynamics?  
 Could most of them tell the difference between block and gradual dynamics?  
 Could most of them understand the terms crescendo & decrescendo?

## Notes for Next Time

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

