

Year 2 Music Lesson Plan

Resource Checklist

Castles: Lesson 2

Learning Objective & Outcomes

Learning Objective:

To perform a fanfare

Learning Outcomes:

I can play a fanfare on my pBuzz

I can play a repeated pattern on untuned percussion

National Curriculum Coverage:

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

Play tuned and untuned instruments musically

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

- PBuzzes
- Drums, or similar untuned percussion
- Tambourines or other similar sounding instruments
- Medieval Dance video (link in starter section)
- 'Let's build a Castle' guide track
- Video camera or iPad

Starter

Listen to this piece of medieval dance music: <https://www.youtube.com/watch?v=vxPB76pmWss>

This piece has a repetitive structure, where gradually more and more instrumentalists join in to play similar music. What features of the music make it interesting even though the structure is repetitive? (Duration, dynamics, timbre, texture.)

Key questions:

- What dimensions of music can you hear in this piece?
- What is structure?

Main

Hand out the drums, and play the tambour part along to the guide track for 'Let's build a Castle.' Ask the children the names of the different sections as you play.

Play the track again and this time see if you can join in with the singing. You may wish to display the lyric sheet or the score to help the children remember the words. If they have any trouble picking up the tune, you can learn this by call and response, with you singing a line and them singing it back.

Next, see if you can play the pBuzz fanfare along to the track. (If the tempo is too fast then just do this without the track.) The fanfare has a mini-structure all of its own. It has three repeated phrases and one different phrase at the end.

Divide the class into three by ability (see differentiation section below). Group 1 should play the tambour part, Group 2 should play the pBuzz fanfare, and Group 3 can play the tambourine part (see teacher video for instructions.)

Ask Group 1 to start, then add in Group 3, and then finally Group 2 playing their pBuzzes.

Differentiation:

If you have children who are having difficulty playing the pBuzz, but are otherwise high achieving in music, these children can carry out the Group 3 task, playing the more complex tambourine rhythm.

If you have children who are still working at emerging level, they can stick to the tambour rhythm as part of Group 1.

Plenary

Identify some children who have done particularly well during the main activity and see if they can play the fanfare in groups of three (with one child on the pBuzz, one on the tambour, and one on the tambourine). Video this for assessment evidence.

Key Questions:

- What was the best bit?
- What could be improved?

Assessment & Evaluation

What to look for:

Children are able to play a fanfare on the pBuzz
 Children are able to perform a repeated pattern
 Children are able to use prior knowledge to analyse the music they listen to

How will you know if the lesson has been successful?

Were the children engaged throughout?
 Could they all play the tabour part?
 Could most of them play the pBuzz part?
 Could they name the different parts of the song?

Notes for Next Time

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

