

Year 2 Music Lesson Plan

Resource Checklist

Melody Makers: Lesson 3

- PBuzzes
- 'pBuzz Jive' guide track
- Tuned percussion

Learning Objective & Outcomes

Learning Objective:

To create a melody using 3, 4 or 5 pitches

Learning Outcomes:

I can create a melody using 3, 4 or 5 pitches

I can write my melody down using letter notation

I can perform my melody on my pBuzz or on tuned percussion

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
Preparation for KS2: Use and understand staff and other musical notations

Starter

Sing and play along to the guide track for pBuzz Jive.' Now revisit 'pBuzz Superheros' from last year and see if you can sing and play along. Remind the children that they only need to use notes F and G in this song. Don't worry about getting this completely right - instead just see how much of it they can remember.

Key Questions:

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

Main

Explain to the children that because our topic is 'Melody Makers' we are going to be making our own melodies today! We know that a melody is a pattern of different pitches, and last year we created some melodies using the two pitches we had learnt to play in the pBuzz Superheroes song. We are so much better at music now, that this lesson we are going to use 3, 4 or 5 pitches to make our melodies. We are also going to write them down using letter notation.

Model this by playing a couple of notes on an instrument and asking the children if they sound good? Ok let's write it down on the board. Let's try adding another note on the end. Does that sound good? Ok let's write this note's letter name down on the board. Make sure the children understand that they should try out the tune FIRST and then write it down, not write down random letters and then try to play them!

Split the class into groups by musical ability (see differentiation section below.) If you have sufficient resources, try to make sure that the group members all have the same kind of instrument, so one group might all use pBuzzes, one might all use glockenspiels, one might all use boomwhackers etc. This helps the groups zone in on their melody as it will sound different from what is going on around them. If you do have to use pBuzzes for all the groups, try to allow them enough space to enable them to keep away from each other and focus on their own melody.

Explain to the groups how many notes you want them to use in their melodies. This is not a hard and fast rule, and if they want to use more notes they can, so tell them you expect them to use 'at least 3 pitches' 'at least 4 pitches' etc. Appoint a group leader to be in charge of writing the melody down using letter notation.

Allow the groups time to create, notate, and practise their melodies, giving frequent reminders as to what part of the task you expect them to have got to at each point in the lesson.

Differentiation:

For children working at emerging level

- Use 3 pitches to create your melody
- The melody can be made up of notes that are all the same length

For children working at expected level

- Use 4 pitches to create your melody
- Add rhythm to your melody so that some notes are short and some are long

For children working at exceeding level

- Use 5 pitches to create your melody
- Add rhythm to your melody so that some notes are short and some are long

Extension Task for children working at exceeding level

- Add a harmony part to your melody using 1 or 2 pitches. Tip – notes that are right next to each other generally don't sound very nice together! Leave a gap between the note of your melody and the note of your harmony.

Plenary

Ask each group to perform their melody. You may want to video this for assessment evidence.

Key Questions:

- What was the best bit?
- What could we do better next time?
- Which other dimensions did we use?

Assessment & Evaluation

What to look for:

Children can create a melody using 3, 4 or 5 pitches
 Children can write their melody down using letter notation
 Children can add rhythm to their melody
 Children can perform their melody

How will you know if the lesson has been successful?

Were the children engaged throughout?
 Did they all contribute to the melody writing activity?
 Could they all write the melody down?
 Could most of them add rhythm to their melody?
 Could they all perform their melody?

Notes for Next Time

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

