

Year 2 Music Lesson Plan

Resource Checklist

Space Mission: Lesson 2

Learning Objective & Outcomes

Learning Objective:

To learn about gradual tempo changes

Learning Outcomes:

I can explain what a gradual tempo change is

I can recognize a gradual tempo change

I know what rallentando and accelerando mean

National Curriculum Coverage:

Play tuned [and untuned] instruments musically

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

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

- PBuzzes
- Space Song Rocket Ride video clip (link in starter section)
- 'Shooting Stars' guide track
- Star Trek video (link in plenary section)

Starter

Watch the Space Song Rocket Ride video. Ask the children to listen out for what happens to the tempo at the end. https://www.youtube.com/watch?v=SAHy_2IFFGA

The tempo at the end slowed down gradually. This is called a 'rallentando.' We only use that word if the speed gets gradually (not suddenly) slower. Ask the children to pick up their pBuzzes and play note F at the speed that you clap. Make your clap gradually slower and slower, so that the children are performing a rallentando.

Key questions:

- What happened to the tempo at the end?
- What other dimensions of music did you hear?

Main

Play the guide track for 'Shooting Stars' and sing and play along to the chorus part that you have already learnt. Which part of the song is fast, and which is slow? Was it a gradual change or a sudden change?

Now learn to sing the verse (bars 3-12.) You should sing each line first for the children to sing back to you if you can, if not then just try to join in with the guide track. You may need to display the lyric sheet or the score to help the children remember the structure of the song.

Next try learning the pBuzz part for the verse in the usual way - singing on letter names, moving the slide, and finally playing the melody. You may need to slow the tempo down for this! Use the lyric sheet to help you, which has the letter names for the notes written above the words.

Differentiation:

If any children are having difficulty playing the verse on the pBuzz, when you are playing the tune without the track, you can allow these children to choose the tempo so that everyone plays at a speed which is comfortable for the children who are less proficient on the pBuzz. You can then make sure that they are in the singing group for the performance with the track.

Plenary

Listen to the first 44 seconds of Star Trek in Concert. Ask the children to listen out for what happens at the end (a rallentando.) <https://www.youtube.com/watch?v=YJ7zOFn0QYQ>

Did anyone notice what happened at the beginning? If not, listen again. The music got gradually faster, this is called 'accelerando.'

Key Questions:

- What happened to the tempo at the end?
- What is that called?
- What happened to the tempo at the beginning?

Assessment & Evaluation

What to look for:

Children are able to verbally express what tempo means
 Children are able to hear gradual changes in tempo
 Children understand the terms rallentando & accelerando

How will you know if the lesson has been successful?

Were the children engaged throughout?
 Did they all spot the gradual tempo changes?
 Did most of them remember the term rallentando?

Notes for Next Time

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

