

Year 2 Music Lesson Plan

Resource Checklist

Feel the Rhythm: Lesson 3

Learning Objective & Outcomes

Learning Objective:

To create and perform a rhythm using body percussion

Learning Outcomes:

I can create a rhythm using my body
I can perform my rhythm using my body

National Curriculum Coverage:

Experiment with, create, select and combine sounds using the interrelated dimensions of music
Listen with concentration and understanding to a range of high-quality live and recorded music

- Connect It video (link in starter section)
- A large space for movement activity
- PE pumps for movement activity

Starter

Watch the video of a performance of Anna Meredith's Connect It: <http://www.bbc.co.uk/programmes/p02b5cag>

Discuss with the children the musical dimensions that the composer has used to create this piece? The piece is made up of lots of different complicated rhythms layered over each other to create texture. The rhythms are played on different parts of the body to create a variety of timbres. There are some changes of dynamic, and also at the start there is some singing that uses pitch.

When we play music using our bodies we call it 'body percussion.'

Key Questions:

- How did the music make you feel?
- What dimensions of music did you hear?
- How was the music played?

Main

Explain to the children that you are going to create your own body percussion piece. You can use your hands and feet and your voices to make as many different sounds as you like! Ask some volunteers to make a sound with their voice or body to give you some ideas.

Split the class into five or six groups. Appoint a leader for each group and instruct them to work together to make up a short body percussion rhythm. They can play their rhythm all on one sound, or they can use a few different sounds to make it more interesting. They need to practise their rhythm until they can do it with no mistakes.

Ask each group to perform their rhythm to the class.

Differentiation:

Organise the groups according to (musical) ability, so that you can support and challenge them as appropriate.

Extension Tasks could be to extend their rhythm (make it longer), use a greater range of timbres (more different parts of their body), or add more long notes or short notes as appropriate.

Plenary

Perform your rhythm piece by starting off with one group, and then gradually adding the groups until everyone is performing at once. Remember to agree a signal for start and stop! You may want to video this for assessment evidence.

Key Questions:

- What was the best bit?
- What could we do better next time?
- Which different dimensions did we use? (Duration/Rhythm, Timbre, Texture)

Assessment & Evaluation

What to look for:

Children can create a rhythm pattern using their body
 Children can perform their pattern
 Children can recognize duration, timbre, and texture

How will you know if the lesson has been successful?

Were the children engaged throughout?
 Could they all perform a rhythm pattern?
 Could most of them help create a rhythm pattern?

Notes for Next Time

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

