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| **Year 2 Music Lesson Plan** | | | **Resource Checklist** |
| **Space Mission: Lesson 4** | | | * PBuzzes * Tuned & untuned percussion * Zoom Zoom Zoom video clip (link in starter section) * A large space for group work * Video camera or iPad |
| **Learning Objective & Outcomes** | | |
| **Learning Objective:**  To compose a piece which includes gradual tempo changes  **Learning Outcomes:**  I can compose a piece including gradual tempo changes  I can perform the gradual tempo changes in my piece  **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  Experiment with, create, select and combine sounds using the interrelated dimensions of music | | |
| **Starter** | | | |
| Watch the video of Zoom Zoom Zoom, We’re Going to the Moon: <https://www.youtube.com/watch?v=DEHBrmZxAf8>  This song is about blasting off into space! We’re going to create our own pieces of music about going to space today.  Key questions:   * Was the tempo fast, slow or medium? * What other dimensions of music did you hear? | | | |
| **Main** | | | |
| Explain that today they are going to create a piece of music called ‘Blast Off!’ Because the piece is about a rocket blasting off into space, it will start slowly then get faster and faster as the rocket shoots off into the sky. What is this called? (Accelerando.) When the rocket reaches space, it will slow down and float past the earth, so the music will need to gradually slow down too. What is this called? (Rallentando.)  Divide the class into five or six groups and choose a leader for each group. They should discuss what sounds they will use, including voices and instruments. (Allow each group to go up separately during this time to choose their instruments.) When they have chosen their sounds, they should practise playing them slowly, then gradually getting faster as the rocket shoots off, and finally slowing down again.  Circulate round the groups to keep them on task, remembering to give frequent reminders to the class about how long is left, and which part of the task you expect them to be on by now. If any groups say they are finished really early, remind them that we need to practise our music to make sure that the rhythm, melody and tempo are precise. This will help us give a really good performance.  **Differentiation:**  ***This activity should be carried out in mixed ability groups. (Remember to select the group members on musical ability rather than general ability – some children might surprise you!) This is so that everyone has an equal chance of being involved in a good performance, even if their own contribution is limited. In this way they extend their experience of music beyond that which they could have created by themselves.*** | | | |
| **Plenary** | | | |
| Ask each group to play their Blast Off piece. You will need to allow double the amount of time you think you need for this! Don’t be afraid to interrupt the groups by clapping loudly if they go on too long, you can always pretend that you thought they were finished!  Key Questions:   * What was the best bit? * Was there an accelerando and a rallentando? * What do you need to work on? | | | |
| **Assessment & Evaluation** | | | |
| **What to look for:**  Children are able to compose a piece which incorporates gradual tempo changes  Children are able to perform gradual tempo changes as part of their piece  Children understand the terms accelerando and rallentando | **How will you know if the lesson has been successful?**  Were the children engaged throughout?  Did they all contribute to creating the piece?  Did they all take part in the performance?  Did most of them successfully create and perform gradual tempo changes?  Did most of them remember the vocabulary? | | |
| **Notes for Next Time** | | | |
| *This space is for you to reflect on the lesson and make any notes you need.* | | image005.jpg | |