

## Year 2 Music Lesson Plan

## Resource Checklist

### At the Seaside: Lesson 1

#### Learning Objective & Outcomes

##### Learning Objective:

To understand the concept of block dynamics

##### Learning Outcomes:

I can explain what block dynamics are

I can recognise block dynamic changes

I understand the terms piano and forte and how they are written down

##### 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

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

- PBuzzes
- 'At the Seaside' guide track
- Don't forget to watch the introductory teacher video for this topic first!

### Starter

Play the guide track to 'At the Seaside' and draw the children's attention to the dynamic changes between the sung and spoken parts. We learnt about dynamics last year in our Dinosaurs topic, and now we are going to develop our knowledge further during our At the Seaside topic.

When we make sudden dynamic changes like the ones in this song we call them 'block' dynamics. This is because there is a section or block of music at one dynamic and then another block or section at a different dynamic.

The sung part of the music is loud. The musical name for this is 'forte.' If we want part of our music to be forte we write an 'f' over it.

The spoken part of the music is quiet. The musical name for this is 'piano' (pronounced pi-ah-no, not piano!) If we want part of our music to be piano we write a 'p' over it.

Key questions:

- What happened to the dynamics in this piece?
- Which part was loud?
- Which part was quiet?

### Main

Play the guide track again and pay particular attention to the sung parts as we are going to learn these today. You may wish to display the lyrics or the score to help the children remember the structure of the song.

Start with the first line 'We're all going to the seaside, what will we do there,' teaching through call and response if you are confident to do so (if not then just sing along with the track.) To make it easier to remember and copy, split the line in the middle, so that you sing and repeat 'We're all going to the seaside' and then 'what will we do there.' Then sing the whole line for the children to repeat. Finally sing both the first and second lines altogether (same tune, different words.)

Move through the rest of the song in the same way, singing (or chanting) a short section for the children to repeat. The children should notice that the melody is very similar all the way through, but that the rhythms change to accommodate the different words. Make sure that you learn the dynamics at the same time!

Play the guide track again and sing the whole song from start to finish. Don't worry if it's not perfect – this is only your first attempt!

##### Differentiation:

**As this lesson is the start of a new unit, the activities are not differentiated. This is so that you can carry out an informal baseline assessment. Don't worry if not all the children can achieve all the tasks, just make a note of which children may need assistance next time.**

## Plenary

Ask the children what 'block' dynamics means? Can they remember the musical words for loud and quiet? Test their knowledge by asking them to clap and then shouting out 'forte' and 'piano' to see if they react in the right way.

Key Questions:

- What does dynamic mean?
- What are block dynamics?
- What is the musical word for loud?
- What is the musical word for quiet?

## Assessment & Evaluation

### What to look for:

Children are able to verbally express what dynamics means  
 Children are able to hear changes in dynamic  
 Children understand the concept of block dynamics  
 Children understand the terms forte and piano

### How will you know if the lesson has been successful?

Were the children engaged throughout?  
 Could they all hear the dynamic changes?  
 Could they all understand the concept of block dynamics?  
 Could most of them understand the terms forte and piano?

## Notes for Next Time

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

