

Year 2 Music Lesson Plan

Resource Checklist

Musical Maestros: Lesson 3

Learning Objective & Outcomes

Learning Objective:

To explain how the interrelated dimensions of music are used in a piece

Learning Outcomes:

I can name and describe the interrelated dimensions of music

I can hear the interrelated dimensions of music in a piece

I can explain how the interrelated dimensions of music are used in a piece

National Curriculum Coverage:

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

- pBuzzes
- A large space with three areas – for dancing, drawing, and listening
- PE pumps for dance activity
- Paper and coloured pencils

Starter

Ask the children to name and describe all the interrelated dimensions of music. (Duration, Pitch, Dynamics, Tempo, Timbre, Texture, Structure.) If they can, the children should describe these musically as well as verbally, using their voices or an instrument.

Key questions:

- Can you name a dimension of music?
- What does that mean?
- Can you show me?

Main

Tell the children that you are going to listen to several pieces of music that we have heard before during our music lessons. They can choose whether they dance along to the music, draw a graphic score of the music, or just sit and listen. They can change their mind about which group they want to be in throughout the session, so some children may stay in one group all the way through, whilst others might rotate around the groups. Either is fine.

Listen to the following pieces and discuss the children's responses. Why did they move in that way? Why did they draw that image? What did they think was happening in the music? Can they identify which interrelated dimensions of music were being used?

- Touch the Sky: <https://www.youtube.com/watch?v=NvR9YOpDG4A>
- Connect It: <http://www.bbc.co.uk/programmes/p02b5cag>
- Danny Boy: <https://www.youtube.com/watch?v=u0ZNXxPP10I>
- Also sprach Zarathustra: <https://www.youtube.com/watch?v=Szdziv4tl9o>
- Hebrides Overture: <https://www.youtube.com/watch?v=CtJkEWCQEbE>

Differentiation:

As this lesson is an opportunity for you to assess against one of the end of Key Stage expectations, the activities do not have differentiated levels. However, the children can choose to demonstrate their understanding through dance, drawing or verbal participation, which allows for a differentiated response.

Plenary

Ask the children why composers use the interrelated dimensions of music? Can they give some specific examples from the pieces they have listened to today?

Explain that in KS2 the children will be continuing to work on their listening skills. They will start to understand more about the music that they listen to, and will explore music from lots of different traditions, composers and musicians.

Key Questions:

- What are the interrelated dimensions of music for?
- Can you tell me about how they were used in one of the pieces?

Assessment & Evaluation

What to look for:

Children can name and describe the IDMs
 Children can hear the IDMs in a piece
 Children can explain how the IDMs are used in a piece

How will you know if the lesson has been successful?

Were the children engaged throughout?
 Did everyone attempt all the tasks?
 Did most of them achieve all the outcomes?

Notes for Next Time

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

