

Year 2 Music Lesson Plan

Resource Checklist

Castles: Lesson 1

Learning Objective & Outcomes

Learning Objective:

To understand the concept of structure

Learning Outcomes:

I can explain what structure is
I can recognize structure in the music that I listen to
I can recognize structure in the music that I perform

National Curriculum Coverage:

Listen with concentration and understanding to a range of high-quality [live] and recorded music
Play tuned and untuned instruments musically

- PBuzzes
- Drums, or similar untuned percussion
- Touch the Sky singalong video (link in plenary section)
- 'Let's build a Castle' guide track
- Don't forget to watch the introductory teacher video for this topic first!

Starter

Tell the children that our new music topic is 'Castles.' Listen to the guide track for the topic song 'Let's build a Castle.'

Ask the children to comment on the dimensions of music that they can hear in the song. For example they might notice that duration is used for the repeating tambour (drum) beat in the music, that pitch is used for the melody, that the song is at a steady tempo, that dynamics are used to make the end of the song louder, that all the different instruments provide a variety of timbres, and that there are some changes of texture between thick and thin.

Explain to the children that we have one more interrelated dimension of music to learn about: structure. Can anyone guess what structure means? Structure is how the music is built. Like the castle in the song, which has lots of different sections such as a tower, drawbridge and moat, our music has different sections too. Sometimes our music just has a beginning, a middle and an end, and sometimes the structure is a bit more fancy!

Key questions:

- What dimensions of music can you hear in this piece?
- What is structure?

Main

Listen to the track again and call out the sections as you go along. You may like to write these up on the board too. The sections of the song can be found on the score:

Introduction
Verse ("Let's build a castle")
Chorus ("Let's build it on a hill")
Interlude
Verse 2 ("Shall we have windows?")
Chorus ("Let's build it on a hill")
Interlude
Coda (Fanfare)

Explain to the children that there are some tricks to recognizing the structure of a song. The bits where there is no singing will be an introduction (if it's at the beginning), an interlude (if it's in the middle), or a coda (if it's at the end). When there is singing, if the words and the tune are the same it is a chorus, and if the tune is the same but the words are different, it is a verse.

When we have lots of different sections in a piece of music, it can be nice to have a part that links them all together. Can you hear the drum pattern that runs throughout the song? (Play a few seconds of the introduction to illustrate this). This is played on a tabour, which is a medieval drum, because this is a piece in a medieval style. Hand out drums or other suitable 'banging' percussion instruments. If you don't have enough you can always use hands on tables and then swap so that everyone has a go with an instrument at some point during the lesson. Practise playing the tabour part and then join in with the track. Remember to keep the dynamic of your drumming quiet so that you can still hear the music!

Listen out for the pBuzz fanfare at the end of the piece. Ask the children to get their pBuzzes out. (If you are starting Year 2 with this unit, remember that it will be a long time since your children last picked up their pBuzzes, so you may want to do

some of the activities from the introductory unit to remind them of their technique). This fanfare uses notes F, G and A and can be found on the last line of the score:

A A G A
A A G A
A A G A
A A F

The speed of this fanfare on the track is quite fast, so you will want to practise it without the track at a slower pace, and then gradually increase the speed until you're ready to play along to the track. Sing it on letter names first, moving your pBuzz slide around the notes as you sing, and then try playing it.

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 'structure' is. Watch the video of the song Touch the Sky from Disney's Brave:
<https://www.youtube.com/watch?v=NvR9YOpDG4A>

Discuss the structure of the song:

Introduction (when the horse is galloping into the forest)

Verse (when the singing starts)

Chorus ("I will ride")

Interlude (when the horse is rolling on the ground)

Verse (when the singing starts again)

Chorus ("I will ride")

Coda (when she drinks from the waterfall and then rides back to the castle)

Key Questions:

- How many different sections were there in the song?
- Were any of the sections repeated?

Assessment & Evaluation

What to look for:

Children are able to verbally express what structure is
Children are able to recognise the different sections

How will you know if the lesson has been successful?

Were the children engaged throughout?
Could they all explain what structure means?

Notes for Next Time

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

