Year 2 Term 3 Music: I Wanna Play in a Band

Curriculum Key Question: How can I express myself?
Topic: Who inspires you?

Key Vocabulary

- **Keyboard**: An electric instrument played like the piano. It has a range of pre-recorded sounds.
- **Pulse/beat**: The heartbeat or steady beat of a song/piece of music.
- **Rhythm**: A musical dimension that describes the combination of long and short sounds to make patterns.
- **Pitch**: A musical dimension that describes the range of high and low sounds.
- **Improvise**: To make up a tune and play it on the spot. There is an assumption that it can never be recreated.
- **Composing**: Creating and developing musical ideas and 'fixing' them.
- **Performing**: Singing and playing instruments for others to hear.
- **Dynamics**: A musical dimension indicating how loudly or quietly the music is being played.
- **Melody**: Another name for tune.
- **Tempo**: A musical dimension that describes how fast or slowly the music is played.

This unit is about playing together in a band and rock music.

Listening

-Find the pulse as you listen to the music – be a rockstar, play air guitar, dance, clap hands and stamp your feet.

-Instruments/voices you can hear – keyboard, drums, bass, electric guitar, singers.

Musical Activities

- Find the pulse
- Clapping rhythms
- Singing
- Playing instruments
- Improvise using notes F + G
- Compose a simple melody using simple rhythms, choosing from the notes F + G or F, G + A.

Perform and Share

A class performance of I Wanna Play in a Band, introduce the performance to an audience, include some funky moves, enjoy performing, talk about it together afterwards and record it.

What should I already know?

- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
- To find the pulse.
- Listen to the rhythm and clap back.
- Create rhtythms for others to copy.
- Listen and sing back.
- Learn about voices, singing notes of different pitches.
- Learn that they can make different types of sounds with their voices.
- Learn to start and stop singing following a leader.
- Play a tuned instrumental part with the song they perform.
- Learn to play an instrumental part that mathses their musical challenge, using one of the differentiated parts.
- Listen to and follow musical instructions from a leader.

Skills I will develop:

- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
- To learn how songs can tell a story or describe an idea.
- To find the pulse
- Copy back short rhythmic patterns.
- Create rhythms for other others to copy.
- Learn about voices singing notes on different pitches.
- Learn that you can make different types of sounds with their voices – you can rap.
- Learn to find a comfortable singing position.
- Learn to play a tuned instrumental part.
- Play a part in time with the steady pulse.
- Listen to and follow musical instructions from a leader.