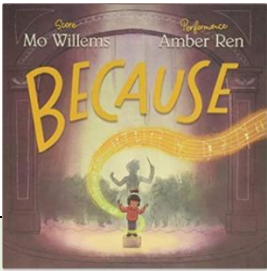
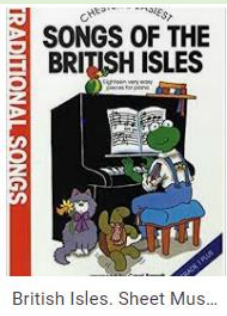


Curriculum Coherence – Year 2 Instrument Tuition - Ocarina



Term 1		UK and Beyond
INTENT	IMPLEMENTATION	IMPACT
<p>KNOWLEDGE</p> <ul style="list-style-type: none"> - What an ocarina is. Understand it is a wind instrument and identify others in this family of instruments. - Practical method to play ocarina -where to put fingers for different notes/how to hold instrument - How to blow/shape of mouth - How to read musical representation of the notes - Name of the notes and how to play them on the instrument - How to compose simple pieces - That the ocarina can be made of different materials and be different shapes. - The ocarina belongs to a very old family of instruments, believed to date back over 12,000 years. - Ocarina may not have originated in UK but similar flutes or wind instruments would hve been played. - Evidence of carved bones used as wind instruments from Cave drawings and found from prehistoric period. 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> - Learn to play the ocarina - Draw and label an ocarina - Learn about the history of wind instruments, evidence of them from prehistoric times - Explore traditional songs from UK by playing them on the ocarina e.g. Hot Cross Buns, London’s Burning (Handy next term), Ring a ring of roses, b aba black sheep etc. 	<p>OUTCOMES</p> <p>PUPILS will know What their instrument is, the names of key parts and the name of notes. Brief history of the instrument.</p> <p>will be able to Play different notes. Read musical notation to play simple tunes. Perform in front of an audience of varying sizes.</p> <p>will understand The things that effect quality of sound of the instrument. The instrument is part of a larger family of wind instruments.</p>
<p>VOCABULARY</p> <p>Duration – steady beat, short and long sounds Pitch – High and Low Tempo – Fast and Slow Dynamics – Loud and Quiet Steady Beat – Regular pulse (in time) Repetition – A melodic phrase that is repeated, or recognising that the chorus/verse is repeated.</p> <p>Musical Symbols Score – A written form of musical composition Sequence – one after another Rhythm Pattern – A group of long and short sounds Tuned percussion – percussion that can play different notes/Untuned percussion</p>	<p>MUSICAL APPRAISAL/SINGING OPPORTUNITIES</p> <p>Listen to different pieces played on the ocarina. Traditional UK songs linked to THREAD work e.g. medley we did with Inspiring music, ADD LINK Scarborough Fayre, Dance for your Daddy, Lavender’s Blue, on ilkley moor baht 'at, Danny Boy, Molly Malone, By the Banks of Loch Lomond, Calon Lan, Bread of Heaven, Am=n Acre of Land (MMC suggested this) https://www.bbc.co.uk/news/uk-wales-24557218</p> <p>National anthems of UK</p>	<p>Extra Curricular Opportunities</p> <p>Beginner and advanced recorder groups often working towards a bronze, silver or gold medal Choir</p>  
<p>SKILLS</p> <ul style="list-style-type: none"> • Combine known rhythmic notation with letter names to create rising and falling phrases. • Develop facility in playing ocarina. • Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). • Perform musically in Christmas concert. • Play music that includes rests. • Use tuned wind instruments with increasing confidence to accompany songs and improvise instrumental playing with narrative and movement • Follow a conductor with basic hand signals. • Sing songs showing musical expression (phrasing, changes of tempo, dynamics and reflecting the mood and character of the song. • 	<p><i>Model Music curriculum suggestions for singing.</i></p> <p><i>Little Sally Saucer</i> Trad. <i>Star Light, Star Bright, First Star I See Tonight</i> Trad. <i>Hey, Hey, Look at Me</i> Trad. <i>Rain, Rain Go Away</i> Trad. <i>Acka Backa</i> Voicelinks: <i>The King is in the Castle</i> Young Voiceworks: <i>Ebenezer Sneezer</i> Trad. <i>Oats and Beans and Barley Grow</i> Singing Sherlock 1: <i>Teddy Bear Rock n Roll</i> Trad. <i>Oliver Cromwell</i> Trad. <i>Lovely Joan</i> Trad. <i>Searching for Lambs</i></p>	
<p>LINKS: All possible but mainly Geography, History</p>		

- The ocarina is an ancient wind musical instrument—a type of vessel flute.[1] Variations exist, but a typical ocarina is an enclosed space with four to twelve finger holes and a mouthpiece that projects from the body. It is traditionally made from clay or ceramic, but other materials are also used—such as plastic, wood, glass, metal, or bone.



Term 2

Time Travellers - Great Fire of London/Titanic

INTENT

IMPLEMENTATION

IMPACT

KNOWLEDGE

- Names of different parts of an orchestra.
- The primary responsibilities of the conductor are to unify performers, set the tempo, execute clear preparations and beats, listen critically and shape the sound of the ensemble, and to control the interpretation and pacing of the music.
- Mozart was a famous composer who wrote operas, concertos and symphonies.
- Band played when Titanic sunk.
- Mozart's work is typical of the **Classical** period of music. (1750-1820 approx)
- He is considered among the greatest classical composers of all time.
- He was born in Salzburg and was extremely talented even from a young age.
- Turkish Rondo, or Rondo alla Turca is the third movement from Mozart's Piano Sonata No. 11 (its part of a bigger piece of music)
- Characteristics of his music are that he uses short well balanced melodies with clear cut question and answer phrases.

ACTIVITIES

- Read Allegro to explore and introduce different composers. Discussion activity.
- Watch the Nicer Tube version of Rondo alla Turca <http://nicertube.com/ytw9dk>
- Listen and discuss what you immediately notice, look/listen out for repeating musical phrases. This can be seen visually in the green patterns.
- Create an art piece inspired by this music.
- Read about the Magic Flute and link to English work. Opportunities for drama activity (act out or freeze frame) Use of puppets and dance.
- Listen to Mars by Holst and use this as stimulus for dance linked to GFOL.
- Complete fact file about Mozart. Include information about the classical style in simple terms (see knowledge section)
- Listen to the song played when Titanic sunk.
- Create music based on stimulus of fire. Record using simple notation.

OUTCOMES

PUPILS will know
That Mozart is a significant and important composer and key points of his life.
What an orchestra is and how it is made up.

Will be able to
Identify at least one piece by Mozart and compare his work with other composers.
Identify repeating musical phrases.

Will understand
The role of a conductor in an orchestra.
The characteristics of Mozart's work in line with the Classical period.

VOCABULARY

Duration – steady beat, short and long sounds
Pitch – High and Low
Tempo – Fast and Slow
Dynamics – Loud and Quiet
Steady Beat – Regular pulse (in time)
Repetition – A melodic phrase that is repeated

Musical Symbols

Score – A written form of musical composition
Sequence – one after another
Rhythm Pattern – A group of long and short sounds
Tuned percussion – percussion that can play different notes/Untuned percussion

MUSICAL APPRAISAL OPPORTUNITIES

Explore the a range of composers using these books.
Focus on Mozart and Rondo alla Turca - <http://nicertube.com/ytw9dk>
Look at works and life of Mozart.

Title	Composer	Period
Night Ferry	Anna Clyne	21st Century
Bolero ²	Ravel	20th Century
Rondo alla Turca	Mozart	Classical
Mars from <i>The Planets</i>	Holst	20th Century



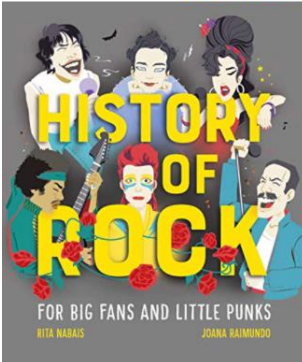
SKILLS

- Listen carefully to a range of musical pieces.
- To describe the differences between different genres (obvious)
- To talk about one piece (La rondo alla Turca) in detail using musical vocabulary and expressing personal view.
- Identify repeated rhythmic or melodic phrases in live or recorded music



Links: Dance, History, Geography, Art



Term 3	Sand, Sea and Sun																
INTENT	IMPLEMENTATION	IMPACT															
<p>KNOWLEDGE</p> <ul style="list-style-type: none"> - Names of different styles of music and build on knowledge of classical music. - Know that rock Instrumentation includes – male vocals, backing vocals, electric guitars, double bass, drums, piano, harmonica, saxophone and other brass. Fast Tempo – 140bpm or faster. Energetic delivery of vocals (screaming and shouting) Often based on 12-bar chord structure. - Understand stage craft and how to use body/voice when performing. - The importance of warming voice and taking care of voice. - How to improvise - Music can create different sound effects. - Compose music based on non-musical stimulus. - How to use simple notation 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> - Listen to and sing a range of different songs from Charanga, specifically Rock genre. - Perform different warm up activities for voice and identify the pulse. - Perform a range of musical response activities via Charanga to identify rhythm. - Perform musically in class Assembly - Discuss lyrics to a range of songs - Critically appraise songs via Charanga - Play an instrument to accompany different songs - Improvise using voice or instrument doing call and respond songs. - Create music in response to the non-musical stimulus of the sea/seaside. - Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. - Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. - Use music technology, if available, to capture, change and combine sounds. <p>Learn about the life of Elvis: http://nicertube.com/4q65pu</p>	<p>OUTCOMES</p> <p>PUPILS will know How to project their voice when performing and how to take care of their voice. What the genre Rock is. About key figures in Rock.</p> <p>will be able to Perform in front of an audience of varying sizes. Sing and compose music in the Rock genre.</p> <p>will understand That music can be used to create sound effects or create a mood.</p>															
<p>VOCABULARY</p> <p>Duration – steady beat, short and long sounds Pitch – High and Low Tempo – Fast and Slow Dynamics – Loud and Quiet Steady Beat – Regular pulse (in time) Repetition – A melodic phrase that is repeated, or recognising that the chorus/verse is repeated.</p> <p>Musical Symbols Score – A written form of musical composition Sequence – one after another Rhythm Pattern – A group of long and short sounds Tuned percussion – percussion that can play different notes/ Untuned percussion</p>	<p>MUSICAL APPRAISAL OPPORTUNITIES</p> <p>Popular Music</p> <table border="1" data-bbox="715 1294 1204 1391"> <thead> <tr> <th>Style</th> <th>Title</th> <th>Artist(s)</th> </tr> </thead> <tbody> <tr> <td>Rock n Roll</td> <td>Hound Dog</td> <td>Elvis Presley</td> </tr> <tr> <td>Pop</td> <td>With A Little Help from My Friends</td> <td>The Beatles</td> </tr> <tr> <td>Art Pop</td> <td>Wild Man</td> <td>Kate Bush</td> </tr> <tr> <td>Blues</td> <td>Runaway Blues</td> <td>Ma Rainey</td> </tr> </tbody> </table>	Style	Title	Artist(s)	Rock n Roll	Hound Dog	Elvis Presley	Pop	With A Little Help from My Friends	The Beatles	Art Pop	Wild Man	Kate Bush	Blues	Runaway Blues	Ma Rainey	
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<p>SKILLS</p> <ul style="list-style-type: none"> • Sing a variety of songs with more accuracy of pitch. • Sing words clearly and breathing at the end of phrases. • Convey the mood or meaning of the song. • Sing with a sense of control of dynamics and tempo. • Echo sing a short melodic phrases. • Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices • Follow a leader (teacher) starting and stopping together. • Begin to use breath to help support singing 																	
<p>LINKS Geography , Design Technology, Art and Design, History, PSICHE, PE</p>																	

This should be complimented by opportunities to hear live music whenever possible.