

East Park Academy  
Music Year 2: Autumn 1  
Sea Shanties

**Overview of the learning:**

In this unit, the children will learn the basics of using a glockenspiel. They will play the glockenspiel along to the music, reading from standard notation and develop their listening skills. The focus for this unit of work is to prepare the children for the performance in their Harvest Festival. They will accompany the songs with some instruments and percussion. The performance can take place in the school hall and the Vicar from St. Matthew's can be invited to lead this. There could be a service/performance for parents and another for the children.

**This unit develops all of the East Park 8, but in particular:**

- Creativity – creating accompaniments to the songs with percussion instruments
- Self-Belief – Having the confidence to get up and sing and speak in front of an audience.
- Collaboration – Working together to create a show!
- Oracy – Speaking during a performance, singing the words of the songs clearly and with expression, using and strengthening the voice

**This unit contributes towards our vision for an East Parker by:**

- have developed a passion or a talent
- have a range of life skills have self-belief and be ambitious for themselves
- have confidence in themselves and who they are
- have a confident voice and a strong vocabulary
- have a broad subject knowledge of the wider world
- be happy and have positive mental health
- have accessed a range of experiences

**National Curriculum Statutory Requirements:**










The national curriculum for music aims to ensure that all pupils: Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians; Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence; Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Progression:	Key concepts visited in this unit:
<p><b>Prior Learning:</b> This unit will build on prior learning in Music:</p> <p><b>Nursery:</b></p> <ul style="list-style-type: none"> <li>- Singing together, singing a range of well-known nursery rhymes and songs.</li> <li>- Strengthening the voice and learning whole songs by heart.</li> <li>- Feeling the pulse and dancing to the music,</li> <li>- Playing rhythms on triangle, drum, shaker, woodblock, tambourine, jingle bells.</li> <li>- Expressing feelings in response to music</li> <li>- Performing a nativity play</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>- Singing a wide range of well-known and new songs together</li> <li>- Finding the pulse and learning dances together</li> <li>- Playing and composing rhythms on classroom percussion including claves, maracas, guiro, Djembe, cymbals, rainmakers, and Tibetan bells.</li> <li>- Performing a Christmas Show</li> </ul>	<p><b>Musicianship</b></p> <ul style="list-style-type: none"> <li>♪ Pupils will learn about major tonality through playing the scale and arpeggio of C major and understanding that notes are part of note families called chords.</li> <li>♪ They will play instruments with the songs that they are singing which means finding and keeping pulse and remembering to play at the right time.</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>♪ They will also develop vocal technique of posture and the vowel sound “ah” during singing assembly.</li> <li>♪ They will perform a variety of Harvest songs with good performance technique.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>♪ Developing their accuracy and control on a glockenspiel</li> <li>♪ Developing the performance skills needed to be on stage in “performance mode” – good posture, smiling, bright eyes, alert, using lots of expression.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>♪ Create simple accompaniments to the songs using classroom percussion.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>♪ During singing assembly pupils will listen to music from the Renaissance and Baroque eras.</li> </ul>

<p><b>Concepts:</b>  Pupils have encountered <b>singing</b> and <b>performing</b> singing in:</p> <ul style="list-style-type: none"> <li>🎵 In all music lessons in EYFS</li> <li>🎵 Nativity play</li> </ul> <p>Pupils have encountered <b>musicianship</b> in:</p> <ul style="list-style-type: none"> <li>🎵 N and R every lesson</li> </ul> <p>Pupils have encountered <b>composition</b> in:</p> <ul style="list-style-type: none"> <li>🎵 N – all units</li> <li>🎵 R – Story and Song, Springtime, Party Time</li> </ul> <p>Pupils have encountered <b>listening</b> in:</p> <ul style="list-style-type: none"> <li>🎵 EYFS: all units</li> </ul>	<b>Vocabulary:</b>		
<p><b>Future Learning:</b>  This unit will provide a strong foundation for the rest of their learning in Y1, and then in Y2 their continued development on the glockenspiel.  It will give the children more performance experience which will be built upon in Y2 – Christingle, Y3 – Easter, Y4 – Strawberry Jam, Y5 – Young Voices and Y6 – End of school production.</p>	<b>Tier 2:</b>		
<p><b>Links to other subjects:</b>  This learning will link to learning in...</p> <ul style="list-style-type: none"> <li>🎵 Y1 Science – Spring and Summer – Plants</li> <li>🎵 Y1 PSHE Summer – Being Healthy</li> <li>🎵 Y2 Science – Animals including Humans and Plants</li> <li>🎵 Y3 Summer 1 – Healthy Choices PSHE</li> <li>🎵 Y4 Summer 1 – Balanced Lifestyle PSHE and Animals including Humans Science</li> <li>🎵 Y5 – Healthy Choices PSHE Summer 1</li> </ul>	<ul style="list-style-type: none"> <li>Handle</li> <li>Play</li> <li>Perform</li> <li>Use</li> <li>Sing</li> <li>Speak</li> <li>Experiment</li> <li>Listen</li> </ul>	<p><b>Tier 3:</b></p> <ul style="list-style-type: none"> <li>Glockenspiel</li> <li>Beater</li> <li>Bar</li> <li>Vibration</li> <li>Scale</li> <li>C Major</li> <li>Accurate</li> <li>Arpeggio</li> <li>Call</li> </ul>	<p>Response</p> <ul style="list-style-type: none"> <li>Chord</li> <li>Notes</li> <li>stave</li> <li>roll</li> <li>Compose</li> <li>Accompaniment</li> </ul>
	<b>Enquiry Questions</b>		
	<ul style="list-style-type: none"> <li>How do I play the glockenspiel?</li> <li>Which notes go well together?</li> <li>How can we create a great performance?</li> </ul>		
	<b>Wider learning experiences:</b>		
	<p>Spark for Learning – Watch the video of the children last year perform their Harvest Festival and the video of these children performing in their Christmas Show.</p>		

Enquiry Question	Substantive objective	Disciplinary objective	Suggested Learning Opportunities (including resources)
<p><u>Lesson 1</u> How do I play the glockenspiel?</p> <p>Performing Musicianship</p>	<p>  I can set up and play my glockenspiel correctly.   I understand how my glockenspiel creates sound.   I can play the scale of C major.         </p> <p><b>Tier 3:</b> Glockenspiel, beater, bar, vibration, scale, C Major</p>	<p>  I can play tuned and untuned instruments musically.   Experiment with, create, select and combine sounds using the inter-related dimensions of music.         </p> <p><b>Tier 2:</b> Handle, Play, Perform, Use</p>	<p><b>Warm Up:</b> Establish system for distributing the glockenspiels. Demonstrate how to open and set them up – guidance is inside the lid also. Show pupils how to sit with feet flat on the floor and a beater in each hand. Check the grip on the beater. It's really important to have space between yourself and the instrument so that you don't end up playing with your elbows sticking out like a chicken.</p> <p><b>Main activities:</b> 1. Explain how sound is produced: The plastic beater hits the metal bar, causing it to vibrate. These vibrations create sound waves which travel to our ears. The rubber discs allow the bar to move. When you play, allow the beater to bounce off the bar so that it doesn't stop it from vibrating. Encourage the children to explore playing the instrument. Allow them time to play and make lots of noise. Ask some pupils to demonstrate their playing. Talk about how to get the best sound – using a soft, bouncy motion. Very little effort is needed to get a beautiful sound. 2. We are going to play the scale of C major together. We will start on the lower red bar, the note of C and play every note on the lower level until we get to the next C. Count in 2, 3, 4... Demonstrate and children copy. Play table by table and support technique where needed. Let's read all the notes as we play. Go slowly and sing the note names as you do. What do you notice? Can you play all the way up to the higher C and back down to the lower C?</p> <p><b>Plenary:</b> Place your beaters back under the bars very carefully so that the bars are not damaged. Gently slide them in, with the round part of the beater by the higher, smaller bars. Close your glockenspiel gently and carefully. Establish class routine for putting them away. Recap the learning today and give children feedback. What have you learnt about today? What can you do now that you couldn't do before? Give out rewards.</p>
<p><u>Lesson 2</u> Which notes go well together?</p> <p>Performing Musicianship Singing</p>	<p>  I can play the scale of C major.   I can play C major arpeggio.         </p>	<p>  I can play tuned and untuned instruments musically.   I can use my voice expressively and creatively by singing         </p>	<p><b>Warm Up:</b> Recap the scale of C major together. We will start on the lower red bar, the note of C and play every note on the lower level until we get to the next C. Remind children of technique. Count in 2, 3, 4... Use woodblock to give a steady beat and children play scale in time.</p> <p><b>Main Activities:</b></p>

	<p>🎵 I can sing short phrases as echoes with increasing accuracy.</p> <p><b>Tier 3:</b> Glockenspiel, arpeggio, scale, C major, call, response, chord, notes, stave, roll,</p>	<p>songs and speaking chants and rhymes</p> <p>🎵 Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><b>Tier 2:</b> Handle, Play, Perform, Use, sing, speak, listen</p>	<p>1. C major arpeggio is played by starting on the lower C, playing E, G and then the higher C. Explain that they are part of a special family which is called the chord of C major. They all get on very well and sound beautiful no matter how you play them together. Sing and play it with the children. This is what the notes look like on the stave. Point out the stave, clef and where the notes are on the stave. Each table "roll" (continuously gently play) on a note from this arpeggio and see how lovely it sounds together.</p> <p>2. We are going to learn this new song called In the Autumn by Sheila Wilson. Listen first, tapping the pulse on feet, lap, shoulders, and head. What can you notice about the song? How does it make you feel? The style is swing. Note the second line is slightly higher than the first. The last verse feels fresher and this is because it moves up into a higher key. Can you see that the song is based on the arpeggio we have been studying? Spot the notes of C, E, G and C running through it. <i>NB: We don't play the glockenspiel during the last verse as it is in a different key.</i></p> <p>3. Teach the song by call and response. Encourage the children to sing softly with good posture and clear words. Add some actions if you would like to!</p> <p>4. We are going to play this accompaniment to the song. Demonstrate and go through it slowly with the children. Half of the class sing whilst the other half play, and then swap. Perform the song with each half singing and then all sing the final verse.</p> <p><b>Plenary:</b> Which notes go well together? Notes are grouped together into families. The chord of C major has notes C, E and G. These will always sound great together, no matter how you play them. If you learn which notes are in different chords, you can make music that sounds awesome. Recap the learning today and give children feedback. What have you learnt about today? What can you do now that you couldn't do before? Give out rewards.</p>
<p>Lesson 3-6 How can we create a great performance? Performing Musicianship Listening Singing</p>	<p>🎵 I can play the scale of C major.</p> <p>🎵 I can play C major arpeggio.</p> <p>🎵 I can sing short phrases as echoes with increasing accuracy.</p> <p>🎵 I can perform as part of a group.</p> <p>🎵 I can compose simple</p>	<p>🎵 I can play tuned and untuned instruments musically.</p> <p>🎵 I can experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>🎵 I can use my voice expressively and creatively</p>	<p><b>Warm Up:</b> Set up glockenspiels and play through the scale and arpeggio of C major. Continuously check the children's technique and encourage them to stay in time and to strike the bars of the glockenspiel softly under good control.</p> <p><b>Main activity:</b> 1. Start learning and refining the songs for the Harvest Festival. Add as many actions and percussion parts as you wish to create a lovely performance where all children have something special to play or do.</p>

	<p>percussion accompaniments.</p> <p><b>Tier 3:</b> Glockenspiel, scale, C major, accurate, call, response, compose, accompaniment,</p>	<p>by singing songs and speaking chants and rhymes</p> <p><b>Tier 2:</b> Handle, Play, Perform, Use, sing, speak, experiment, listen</p>	<p>2. Demonstrate, practise and encourage the skills needed to be on stage in “performance mode” – good posture, smiling, bright eyes, alert, using lots of expression</p> <p><b>Plenary:</b> . Recap the learning today and give children feedback. What have you learnt about today? What can you do now that you couldn't do before? Give out rewards.</p>
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