**Chocolate: A Music Project for Year 2 with links to Unit 3:‘The Long and the Short of It’**

**Medium Term Plan**

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| **Week** | **Learning Intentions**Children learn… | **Activities** | **Learning Outcomes**Children can |
| **1** | To explore long and short body/vocal soundsTo follow puppets and symbolsA new songTo identify long and short sounds | **Intro:** Song, ‘Hello children’ (GEGE) and introduce Charlie Crocodile/Sidney Snake (short and long sounds)Make your sound as…Respond to Charlie/Sidney**Main:** Play, ‘Fade or Float’**Assess: Can explore duration****Plenary:** Listen out for l/s sounds in the environment | Copy sung phrasesUnderstand the difference between long and short soundsCreate original long and short soundsRespond to visual cues |
| **2** | About durationTo copy and talk about vocal qualities/timbreAbout simple graphic notationHow to play from a score | **Intro:** Hello in different voicesMake your sounds as short/long as mineRespond to Charlie/Sidney**Main:** Create score and play own/each other’s**Assess: Can play from symbols****Plenary:** Self-assessment | Copy and create long and short soundsFollow visual cuesNotate sequences of long/short soundsPlay from symbols using the correct sounds |
| **3** | A new chantAbout the history of chocolateTo clap and play different time valuesAbout stick notation | **Intro:** Hello/Have you brought your…voice?Discuss l/s soundsChocolate facts (1)**Main:** Say, clap and play rhythm of selected Chocolate words**Plenary:** Show stick notation for walk, jogging and stride | Copy vocal qualitiesIdentify long and short soundsClap, speak and play with control |
| **4** | About time valuesTo discriminate between the duration of soundsAbout the more recent history of chocolate in BritainTo move to different time values | **Intro:** Hello/Some sounds are short/longRevise words form last session and decide which represent which time value**Main:** Chocolate facts (2)Play more chocolate words and mix up them up to make a 4 beat phrase**Plenary:** The chocolate dance | Identify words as having the time value’ walk’, ‘jogging’ or ‘stride’Say, clap, play and move to these time values |
| **5** | How to move to, say, clap and notate time values (walk, jogging and stride)How to create and notate a four beat phrase | **Intro:** Revise chocolate danceSay and clap the three time values in groups and then together.Revise stick notation for three note values**Main:** Complete ‘Chocolate Rhythm’ worksheet**Assess: Can create a 4 beat phrase****Can notate a 4 beat phrase****Plenary:** Self-assessment | Discriminate between the sounds/duration of three time valuesSay, clap and move to themUse simple stick notation to notate them |
| **6** | A new songTo copy soh and miTo play the time values walk/jogging/strideTo play in two or more groups | **Intro:** Hello children (Explore pitch)‘I’ve got a chocolate bar’**Assess: Can sing soh and mi****Main:** Sing, ‘Chocolate, chocolate’ songTap three time values underneath wordsPlay all 3 time values**Plenary:** Combine two or three time values**Assess: Can play and sing with awareness of pulse** | Match the pitch of soh and mi accuratelyPlay the time value walk, stride or jogging in time to a songPlay with control and awareness of pulse |
| **7** | How to clap/play and singAbout rhythmic notationHow use time names to identify the rhythm of spoken phrasesHow to play from stick notation | **Intro:** Hello children/’chocolate song’Tap time values and revise stick notation**Main:** Place names of character from ‘Charlie and the Chocolate Factory’ under ‘walk’, ‘stride’ or ‘jogging’Examine the names of other characters and write down their rhythmsPlay them**Assess: Can play from stick notation****Plenary:** *What rhythm is ‘oom-pah-loom-pah?’* | Say, clap and play the time values ‘walk’, ‘jogging’ and ‘stride’Identify the rhythm of spoken phrases using those time namesNotate what they hear using stick notationRead and play from notation |
| **8** | How to use the time names to work out the rhythm of spoken and sung phrasesHow to work in groupsAbout duration, pace and pitch | **Intro:** Hello children/revise time values and rhythms from previous week**Main:** Composition activity in 6 groupsCharacters from Charlie..Explore pitch, duration and pace**Plenary:** Play work in progress and discuss | Say, clap and play the time values ‘walk’, ‘jogging’ and ‘stride’ confidentlyUse them to identify the rhythm of phrasesHelp select sounds of the appropriate pitch and duration Begin to think about the pace at which they will play them |
| **9** | About rhythmic notationAbout working in a groupAbout performingAbout listening to others play | **Intro:** Hello/time namesChocolate DanceRevise stick notation and rhythm for each character they are depicting**Main:** Practise and perform ingroups**Plenary:** One group to perform andanother to comment**Assess: Can explore pitch, pace, dynamics and duration** | Read simple stick notationWork co-operativelyPlay with awareness of rhythm and ensemblePlay with awareness of pace and pulseTalk about the music they have heard |
| **10** | About time valuesAbout rhythmAbout durationHow to listen attentivelyHow to move and play with control | **Intro;** Hello children/time names of call and responseMatch chocolate bar to stick notation/time name/Chocolate Dance**Main:** Dancers follow time values played by instrumentalistsInstrumentalists follow movements with correct time values**Plenary:** Self-assessment | Move in response to soundPlay in response to movementIdentify and respond to the time values ‘walk’, ‘jogging’ and stride’ |
| **11** | That symbols can be used to notate soundsAbout stick notationTo play from stick notationTo create new 4 beat phrasesTo play the work of others’ | **Intro:** Clap and sing calls and responses/match names of characters with stick notation**Main:** Say, clpa and play ‘my Chocolate rhythm’ sheets and swap with partnerCheck the following assessment: **Can play from symbols/stick notation**Ext: Make up descriptive phrase about chocolate bar and write in time values/stick notationCheck the assessments: **Can create a 4 beat phrase** **Can notate a 4 beat phrase****Plenary:** *What is the rhythm of the title of the book?* | Work co-operatively and creatively in pairsCan identify the symbols to match the sound they hearSay, clap and play rhythmic patternsPlay from stick notationCreate new rhythmic phrasesNotate the sounds they hear |
| **12** | To revise their work on durationTo select and organise sounds according to their durationTo listen attentivelyTo play with control and awareness of pulseTo play in two or three groups | **Intro:** Hello/Make you sound…/ Respond to Charlie and SidneyPlay individual sound when previous one has fadedSort instruments into long/medium/short sounds**Main:** Revise ‘Chocolate Song’-Add time values (one at a time)- Put two groups together- Put three groups together**Can play and sing with awareness of pulse****Plenary:** Check learning/favourite activities | Identify and create long and short soundsPlay with control and awareness of durationPlay an independent part within a large groupPlay the time values, walk, jogging and strideSing confidently and tunefully |



**walk walk walk walk**



**stride - stride -**

 

**jogging jogging jogging jogging**

 **1 2 3 4**

**Char- lie Buc- ket**

**Mum - Mum -**

**1 2 3 4**

**Dad - Dad -**

**Willy Wonka Willy Wonka**

**1 2 3 4**

**Grand-pa Joe -**

**Grand- pa George -**

**1 2 3 4**

**Mike Tea- vee -**

**Vio- let Beaure- garde**

**1 2 3 4**

**Au- gustas Gloop -**

**Ve- ruca Salt -**

**1 2 3 4**

**Grand- ma Geor- gina**

**Grand- ma Jose- phine**