










# Springdale First School



Imagine, Believe, Achieve

Year 2 – Dynamics and tempo  
How is music used for an effect?

 Children's prior learning in this area	 Cultural Capital Opportunities	 Key vocabulary and glossary
<ul style="list-style-type: none"> <li>Pulse – introduced in Year 1. Pulse/ beat of the music is the basic unit of time that sets the speed of the music. It is the feeling when you tap your foot or nod your head along to the music.</li> <li>Dynamics: The volume of the music - loud and quiet.</li> <li>A composer is someone who creates new music.</li> <li>An orchestra has a conductor that keeps all of the musicians in it from speeding up or slowing down. The conductor keeps them in time.</li> </ul>	Watching videos of each of the focus songs <a href="#">CBBC - Ten Pieces, Hoe-Down by Aaron Copland: The full performance</a> Queen of Sheba: <a href="https://www.youtube.com/watch?v=U9FaoRJAgII">https://www.youtube.com/watch?v=U9FaoRJAgII</a> Performance opportunity: Both classes perform their version of 'Not too difficult' to each other.	<ul style="list-style-type: none"> <li>Pulse - the basic unit of time that sets the speed of the music. It is the feeling when you tap your foot or nod your head along to the music.</li> <li>Tempo - Tempo: (The speed or pace of music (fast/slow, faster/slower)</li> <li>Dynamics - Dynamics: The volume of the music - loud and quiet.</li> <li>Composer – a composer writes new music,</li> <li>Conductor - a conductor leads an orcherstra, keeping them in time.</li> </ul>
<b>Enquiry Question: How has music changed over time?</b>	<b>Enquiry Question: How do we count the beat?</b>	<b>Enquiry Question: How do we sing at different speeds?</b>
<b>Concept: Composers, style and history and listening</b> 	<b>Concept: Performance (Instrumental)</b> <b>Key element: Pulse</b> 	<b>Concept: Performance (Vocal)</b> <b>Key element: Tempo</b> 
 <p><i>Students will know that Handel was a famous composer from the Classical Era.</i>  <i>Students will know how to listen to music from different historical contexts.</i></p> <p><b>Listening:</b> George Frederik Handel - Arrival of the Queen of Sheba.  <a href="https://www.youtube.com/watch?v=U9FaoRJAgII">https://www.youtube.com/watch?v=U9FaoRJAgII</a></p> <p><b>Biography:</b> This piece of music is by George Frederic Handel. He was born in 1685. He died in 1759. He started composing when he was 9! We learnt about him in Year 1 when we learnt about 'Hallelujah from the Messiah'.</p> <p><b>Teach:</b> We have been learning about the 1700s in our history. This is the time of Captain James Cook and Francis Egerton. In Music, it is called the classical era. This song was written in 1749.</p> <p><b>Practise:</b> George Frederic Handel was a composer. Recap from year 1 the word <b>composer</b> (a person who writes music). Address the potential misconception of a composer vs a conductor. A composer writes music, a conductor leads an orcherstra, keeping them in time.</p> <p><b>Apply:</b> Chronology link. Which piece of music sounds the oldest? Sort the pictures as you listen. Why do you think this is the order?            Early Music – Greensleeves            Baroque – Hallelujah Chorus from Messiah (Year 1 key listening piece)            20<sup>th</sup> Century – Bolero – Ravel (Year 2 listening piece Autumn)            20<sup>th</sup> Century – Happy (Pharrel Williams – (EYFS listening piece)</p> <p><b>Deepen:</b> Show twinkl powerpoint on the history of music (see resources file).</p>	 <p><i>Students will know that the beat can be grouped into 4 counts.</i>  <i>Students will know how to walk in time to the beat of a piece of music.</i></p> <p><b>Listening:</b> George Frederik Handel - Arrival of the Queen of Sheba.  <a href="https://www.youtube.com/watch?v=U9FaoRJAgII">https://www.youtube.com/watch?v=U9FaoRJAgII</a></p> <p><b>Biography:</b> This piece of music is often played at weddings. Our big question is how is music used for effect? Why might this be played at weddings? This song was also played during the London 2012 Olympic games.</p> <p><b>Key element:</b> Recall and retrieve: Pulse. Pulse/ beat of the music is the basic unit of time that sets the speed of the music. It is the feeling when you tap your foot or nod your head along to the music.</p> <p><b>Teach:</b> New knowledge: An ensemble keeps in time together to a steady beat. The beat/pulse is grouped into different groups. 2, 3 or 4 groups of beats.</p> <p><b>Practise:</b> Can we find the pulse of this song? March around the room to the pulse of this music? In this piece of music, the beat is grouped into 4 counts. We count it as 1,2,3,4, 1,2,3,4 ,1,2,3,4 etc.</p> <p><b>Apply:</b> Use the rhythm grid – settings orchestral. Show how there are 4 boxes on here. This means 4 beats. We have grouped the music into 4 beats. Practise clapping each beat while saying 1,2,3,4. Stress the 1 as you say it so they hear the beginning of the group. Play Handel's Queen of Sheba. Model how this is grouped into 4 beats. Can they count along too?</p>	 <p><i>Students will know that that the speed of the beat can change, creating a faster or slower tempo (pace).</i>  <i>Students will know how to identify if a melody is getting faster or slower. They will show an awareness through their actions (e.g. speeding up, slowing down while moving in a large space).</i></p> <p><b>Listening:</b> Listen to the first minute of <b>Hoedown by Aaron Copland</b>. What is the tempo of this music like? Fast or slow?            Listen to the first minute of <b>The Queen of Sheba by Handel</b>. What is the tempo of this music like? Fast or slow?</p> <p><b>Key element:</b> The tempo is the speed or pace of the music (introduced in Year 1).</p> <p><b>Teach:</b> For both of these pieces of music, the beats are grouped into 4. We are counting in 4. In Hoedown, the beat is very fast so the tempo is very fast!</p> <p><b>Practise:</b> Use the rhythm grid. Settings – orchestral. Tempo 128. This is the tempo of the song we listened to. Look at how fast our red pulse box is having to move. Do you think this music is hard or slow to play? Place one dot in each box. Can we clap along to this pulse? How did you get on? Check the children aren't just speeding up because it feels fast. Now change the tempo to 96. This is the tempo of the Queen of Sheba. What do you notice about how you are counting the 4 grouped beats now?</p> <p><b>Apply:</b> The speed of the beat can change, creating a faster or slower pace (tempo). This can happen within a piece of music. The conductor sets the speed of the music and can speed it up or slow it down. Introduce the song: Not too difficult. Explain that this song has a beat grouping of 4. Play it at tempo 80 to start with. Is this tempo slow or fast? How can we know it is slow? The conductor (the leader of the ensemble) moves their arms with the beat and their arms are moving slowly. For every verse we sing here, the tempo is going to get faster (speed it up to 100 on the 2<sup>nd</sup> verse and then to 130 on the 3<sup>rd</sup> verse). Look at the</p>

<p>As you discuss each era, play a short clip from each again. More instruments are added, the <b>texture</b> is developing, the <b>rhythms</b> are becoming more sophisticated.</p>	<p><b>Deepen:</b> Charanga, creative apps, percussion writer. Explain that today, we are going to practise playing on each of these 4 beats. 4 groups. Shakers, wooden, metal, drums Drums – play on every beat (1234) Shakers – play on beat 1 Wooden – play on beat 1 Metal – play on beat 1</p> <p>Then change to a group playing on a different beat. Encourage children to count as they play and to work as an ensemble to know when to play together.</p> <p><b>Year 1 knowledge classroom percussion names:</b> <b>wooden – wooden agogo, wood block, two-tone, castanet</b> <b>metal – metal agogo, guiro, ganza, triangle</b> <b>shaker – maraca, bells, tambourines</b> <b>Drums</b></p>	<p>conductor’s hands now. They are showing us we need to sing and move at a faster tempo.</p> <p><b>Deepen:</b> Sing the song without the backing track. The children have to just follow the speed of the conductor’s actions to know how fast to sing.</p>
--	---	--

**Enquiry Question: Why is some music loud and quiet?**

**Concept: Performance (Vocal)**  
**Key element: Dynamics**



*Students will know that dynamics means loud and quiet, tempo means fast and slow.  
Students will know how to demonstrate dynamics when singing and will follow the tempo set by the conductor.*

**sticky knowledge**

**Vocal health** - the voice is a muscle that needs to be warmed up. Watch on charanga: 07. Fun with silly voices video.  
Play warm up game – Have you got your....  
Sing 'Have you got your \_\_\_\_\_voice'.  
Teacher: Have you got your (silly/loud/soft/whisper/silent/robot/king) voice? Children: Yes I have, Yes I have. Repeat for different voices

**Key Element:** Dynamics - the volume of the music - loud and quiet. Watch **dynamics** video on charanga.

**Teach:** Model the difference between loud singing and shouting. Shouting comes from just the throat but loud singing comes from the whole body, like a sound travelling up from your tummy out. Explain that we don't shout when singing. Practise singing loudly and quietly, with the teacher (conductor) using big open arms for loud and small, tucked in hands for quiet.

**Apply:** Discuss how we know when to be loud or soft when singing or playing – by watching the conductor! A conductor leads an ensemble/choir and shows them how to perform. Sing “Not too difficult” (taught in lesson 3) now but explain they are going to sing each verse with a different dynamic, following your actions each time. Big wide open arms and open body for loud, tucked down, hands right by chest for soft.

**Deepen:** combine dynamics and tempo (speed of the music). Use the spinning wheel function on activinspire, make a spinning wheel with these sections:  
Fast and loud  
Fast and quiet  
Slow and loud  
Slow and quiet

Spin the wheel to determine how to sing the song.