

MUSIC MAESTRO PRIMARY

UNIT 2.1 – AUTUMN TERM 1 – MUSICAL CONVERSATIONS

UNIT OVERVIEW

In this unit of work, pupils will build their learning from Unit 1.1. They will continue to sing call and response songs with a slightly wider vocal range. They will focus on controlling pitch accurately. Further development from Unit 1.1 comes in the form of opportunities to improvise – making up and responding to question and answer phrases/chants.

LINKS TO PRIOR LEARNING

Pupils will already be familiar with the terminology of call and response chants and will have a basic understanding of the difference between pitch and rhythm.

ESSENTIAL LEARNING SUMMARY

Lesson	Learning Intention/Activity	What will be known and remembered	Revisited vocabulary	New vocabulary
1	RECAP Repeat Boom Chicka Boom Repeat If I was a car LEARN Learn the motif for 'I am jumping, copy me'. Sit in a circle. Think about some other actions we could do. Can each child come up with an -ing word (it can be the same as others) to insert. All copy. Stitch these together for a full song. Stand in a circle. Repeat the activity above, but this time encourage the children to randomly (in other words, out of order) jump into the circle and add their word. Help them to understand that having no musical script is called improvisation. REVIEW Check pupil's understanding of the key vocabulary	✓ Can recall simple call and response songs ✓ Can recall definitions of beat, rhythm, pitch and chant ✓ Can copy a chant and add their own lyrics ✓ Can improvise by adding their part to an unscripted performance	Beat Rhythm Pitch Chant	Call and response Echo

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2	RECAP Repeat Boom Chicka Boom Repeat If I was a car LEARN Explain that the songs so far have been echo songs, where the pupils repeat what they have heard. We will now explore improvising, where they can make up their own response. Talk about how, when having a conversation, answers link to the question and are not just random. Musical conversations are the same. Learn the motif for 'What have you found in the bag?' Add a number of coloured pens and pencils into a bag. Each child picks one out in turn. Each time, the leader sings 'What have you found in the bag?' and the pupil improvises a response, such as 'I found a black pen' or 'It's a yellow pencil'. Try to encourage the response melody to complement (but not match identically) the call. REVIEW What makes improvising difficult?	✓ Can recall simple call and response songs ✓ Know the difference between echo and call and response ✓ Know that when improvising, a musician simply makes the music up on the spot	Pitch Chant Improvise Call and response Echo	
3	RECAP Make a list of all of the call and response songs you now know What makes them call and response songs? What is the difference between echo and response? LEARN Learn the song, 'Down by the bay'. Think of some additional phrases to add to the piece: ie Did you ever see a fox, sat in a box? Did you ever see a cat, chasing a rat? Did you ever see a mouse, building a house? Repeat the song with your own words attached REVIEW	✓ Can recall and perform call and response songs within a broader musical range	Pitch Chant Improvise Call and response Echo	

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4	TBC			
5	ASSESSMENT: Perform 'Down by the Bay' and 'What have you found in the bag'? Can accurately echo in a call and response song Can improvise a response to a call	Exceeded	Secured	Below
What does this assessment information tell me about the impact of the curriculum? What do I need to do next as a result?				

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UNIT GLOSSARY

Beat	The pulse of a piece of music. It keeps us all in time to the music.
Rhythm	A pattern of sounds in music.
Pitch	Pitch tells us if a sound is high or low.
Chant	A song or phrase that we sing over and over again
Echo	A repeat of a phrase or sound
Response	A different phrase or sound based on a previous phrase
Improvise	To make something up in response to a stimuli