**Musitrax Sing: Year 2 Term 1**

**Unit summary:**

- This term pupils will carry on developing singing with accuracy and quality by singing simple pentatonic songs using their voice and singing as their main instrument.

- They will reinforce the musical elements and skills consciously and unconsciously learnt on MXSing year 1

- They will make conscious D-S-M, using their solfa names and hand signs

- They will make conscious the concept of semiquavers, reading and writing them using the rhythmic syllables

- Children will play games, tap, and walk, clap while singing or saying the rhymes and will use body percussion and small percussion instruments to reinforce the concepts of beat and rhythm, crotchets, quavers and crotchet rest.

-Children will carry on developing their inner hearing by using their thinking voices to read flashcards sing or say part of the songs and rhymes.

- If the school has melodic percussion instruments like xylophones, chime bars or Boom whackers, children will use them to play S-M, and L-S-M songs

-Pupils will get ready to making conscious minim and, M-R-D solfa and hand signs.

**Session Length/Content**

Lessons (including the amount of content covered week to week and the activities/resources used) are flexible and may be adapted. Adaptations may be based on (i) prior knowledge i.e., students who have had MX Sing in Reception (ii) student/group needs (iii) curriculum topics (iv) lesson length. Songs marked in RED are important to focus on as they are going to be used to make concepts or elements conscious or reinforced next school year; MXSing Year 2

MX Sing lessons vary in length from 30 minutes to 1 hour. Plans will need to be adapted to reflect the lesson length and for shorter lessons content may be spread out across the year. This will be based on tutor observations of the children’s progress. The structure of the lesson should remain the same with less repertoire.

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|  |  | **Skill development in support of end of year goals**Pupils will be taught to: |  | **Knowledge development in support of end of year goals.** Pupils will be taught about the following terms/concepts: |
|  |  |  |  | **Prior learning**  | **New terms/concepts** |
| **Performing** | Singing (technical skills) | Pitch relation through singing songs within the mayor pentatonic scaleinternalise intervals singing songs with : ***s-m***, ***l-s-m***, ***s-m-d, m-r-d, s-m-r-d, l-s-m-r-d*** |  | **Structure** | PhraseQuestion and  answer |   |
| Playing (technical skills) | Use body percussion to perform the beat and the rhythm of songs and rhymes.Use small percussion instruments (if available at the school) to perform the beat of songs and rhymes.Use small percussion instruments (if available at the school) to play rhythmic flashcards.Use melodic percussion instruments (if available at the school) to play simple pentatonic songs,  |  |
| Ensemble skills | Sing in unison with the rest of the groupSing a songs while others are playing the beat on a percussion instrumentSing songs in canon Sing question and answer songsSing and play songs using melodic percussion instrumentsPerform different actions, vocal sounds and percussion patterns with the rest of group. |  | **Rhythm, meter and tempo** | Pulse, beat, rhythm, fast, slowKodaly rhythmic syllables, crotchet, quaver and crotchet rest : TA, Te-te, Sh | Kodaly rhythmic syllables, semiquavers: Ti-ka-ti-ka |
| Expression | Adjust singing to be louder, quieter, faster and slower as directed. |  |
| **Composing** | Improvising (generating ideas) | Create melodies to match names of the children in the class.Create melodies using S-M, L-S-M and D-M-S handsigns Create new verses to known songs and rhymesCreate actions, vocal sounds and percussion patterns. |  | **Pitch and melody** | High, low, fast, slowSolfa and handsigns S-M and L-S-M | Solfa and handsigns D-M-S  |
| Composing (developing ideas) | Create rhythmic flashcards using crotchets, quavers. crotchets rest and semiquavers |  | **Harmony and tonality** | Canon |  |
| **Listening and engaging critically with music** | Listening and analysing | Identify fast, slow, loud, quiet, beat and rhythm of the songs, rhymes and activities.Identify phrases within songs and rhymes |  | **Texture** | Canon |   |
| Evaluating and justifying | Recognise how the changes on dynamics and tempos affect the mood and feeling on the music.Share/discuss parts of session they enjoyed/found more challenging. |  | **Dynamics and articulation** | Loud, quiet, Crescendo |  |
| Aural development | Learn rhythmic/melodic phrases and songs by ear. To use “thinking voice”Sing and play simple phrases using S-M, L-S-M sand D-M-S solfa and handsigns.  |  | **Performing forces and playing techniques** |  |  |

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| Working with/from notation | Follow, read and show handsigns when singing songs and small phrases with S-M, L-S-M and D-M-SUse Ta, Te-te, Sh and Ti-ka-ti-ka to represent crotchets quavers, crotchets rest and semiquavers.Start using stick notation |

**Scheme of work: Core activity 1**

**All new songs and rhymes will be taught following the process that was described on the MXSing Year 1 term 1 scheme of work**

**Scheme of work: Core activity 2**

**When working on flashcards reading, ask the children to read the flashcard with their thinking voices before reading them out loud clapping and using the flashcards rhythmic syllables.**

**When playing Xylophones or similar instruments children should have matching beaters on each hand and should be encouraged to use them efficiently.**

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| Lesson | Learning aims | Warm-up | Core Activity | Development | Plenary/review |
| 1 | Reinforce beat, rhythmcrotchets, quavers, crotchets and rest by reading our 4/4 flash cards using: Ta, Te-te and ShUnconsciously internalise semiquaversReinforce S-M and L-S-M solfa and hand signsUnconsciously internalise D-M-S and M-R-D.Loud/quiet and crescendoFast/slowHigh/lowInner hearing | **Sing hello to the teacher** **Bread and Butter** (high/low, fast/slow)4 children leading the game | Reinforce the crotchet, quaver and crotchet rest by reading Ta, Te-te and Sh flashcards.Reinforce S-M-and L-S-Msolfa and hand signsby singing Harry Hare’s solfa and handsigns **Songs and rhymes*****Harry hare******Lovely day******Bells in the Steeple*** ***If you see a Monkey******An elephant goes*** | Reinforce the concepts of crotchet, quavers and crotchets restReinforce S-M and L-S-M solfa and handsigns | Share/discuss parts of the lesson children enjoyed/found more challenging.Read one flashcard with Ta,Te-te and ShCan you sing my handsigns; teacher showing a short made up phrase using L-S-M, children singing it. |
| 2 | Reinforce beat, rhythmcrotchets, quavers, crotchets and rest by reading our 4/4 flash cards using: Ta, Te-te and ShUnconsciously internalise semiquaversReinforce S-M and L-S-M solfa and hand signsUnconsciously internalise D-M-S and M-R-D.Loud/quiet and crescendoFast/slowHigh/lowInner hearing | **Sing hello to the teacher** **Bread and Butter** (high/low, fast/slow)4 children leading the game | Reinforce the crotchet, quaver and crotchet rest by reading Ta, Te-te and Sh flashcards.Reinforce S-M-and L-S-Msolfa and hand signsby singing Harry Hare’s solfa using thinking voice ( sing one note in your head) **Songs and rhymes*****Harry hare******Lovely day******Bells in the Steeple*** ***If you see a Monkey******An elephant goes*** | Reinforce the concepts of crotchet, quavers and crotchets restReinforce S-M and L-S-M solfa and handsigns | Share/discuss parts of the lesson children enjoyed/found more challenging.A child chooses a flashcard with Ta,Te-te and Sh, to show for the class to readA child showing a short made up phrase using L-S-M, for the class to sing |
| 3 | Reinforce beat, rhythmcrotchets, quavers, crotchets and rest by reading our 4/4 flash cards using: Ta, Te-te and ShUnconsciously internalise semiquaversReinforce S-M and L-S-M solfa and hand signsUnconsciously internalise D-M-S and M-R-D.Loud/quiet and crescendoFast/slowHigh/lowInner hearing | **Sing hello to the teacher** **Bread and Butter** (high/low, fast/slow)4 children leading the game | Reinforce the crotchet, quaver and crotchet rest by reading Ta, Te-te and Sh flashcards:The teacher will display 6 flashcards clap one of them without using her/his voice, asking the children say which is the flashcard being clappedReinforce S-M-and L-S-Msolfa and hand signsby singing Sailing’s solfa using thinking voice ( sing one note in your head) **Songs and rhymes*****Sailing******Skip one window*** action game ***Jack in the box*** Sing the song in 2 voices Canon, the children are group 1 the teacher will be group 2, after that with 2 groups of children***Lovely day******An elephant goes*** | Reinforce the concepts of crotchet, quavers and crotchets restReinforce S-M and L-S-M solfa and handsigns | Share/discuss parts of the lesson children enjoyed/found more challenging.A child chooses a flashcard with Ta,Te-te and Sh, to show for the class to readA child showing a short made up phrase using L-S-M, for the class to sing |
| 4 | Reinforce beat, rhythmcrotchets, quavers, crotchets and rest by reading our 4/4 flash cards using: Ta, Te-te and ShUnconsciously internalise semiquaversReinforce S-M and L-S-M solfa and hand signsUnconsciously internalise D-M-S Loud/quiet and crescendoFast/slowHigh/lowInner hearing | **Sing hello to the teacher** **Copy me do;** 4 children leading the game | Reinforce the crotchet, quaver and crotchet rest by working in our **Worksheet N 2** (you may need to carryon working on this worksheet the following week)The teacher will clap rhythms (one bar) in 4/4 using Ta, Te-te and Sh, the children will write the rhythms in the flashcards; repeat the rhythms as many times as you need, making sure the children are saying them with their thinking voices before they write them. **Songs and rhymes*****Skip one window*****Jack in the Box** | Unconsciously internalise semiquavers that will be made conscious the first week after half term | Share/discuss parts of the lesson children enjoyed/found more challenging.Did you enjoy working on our first worksheet?A child showing a short made up phrase using L-S-M, for the class to sing |
| 5 | Reinforce beat, rhythmcrotchets, quavers, crotchets and rest by: Ta, Te-te and ShUnconsciously internalise semiquaversReinforce S-M and L-S-M solfa and hand signsLoud/quiet and crescendoFast/slowHigh/lowInner hearing | **Sing hello to the teacher** **Copy me** do 4 children leading the game | You may need to finish the **worksheet N 2**  To sing our S-M and L-S-M songs following this sequence:**1.** Sing and tap the beat**2.** Sing and clap the rhythm**3.** Sing the song with rhythmic syllables if we know them**4.** Sing the song with solfa and handsigns**5.** Play the song and sing the letter name of the noteschildren taking turns to play the songs using xylophones, chime bars or Boom whackersMake sure all the children have a go playing the instruments.**Songs you may want the children to play*****Cobbler, cobbler******Magic fingers******Marry Anne******Sailing******Agua de Limones******Round and round******Harry Hare*** | Reinforce the concepts of crotchet, quavers and crotchet restReinforce S-M and L-S-M | Which instrument and song did you enjoy most singing and playing? |
| 6 | Reinforce beat, rhythmcrotchets, quavers, crotchets and rest by: Ta, Te-te and Shmake conscious semiquaversReinforce S-M and L-S-M solfa and hand signsUnconsciously internalise D-M-S and M-R-D.Sing a song in Canon ( 2 voices )Loud/quiet and crescendoFast/slowHigh/lowInner hearing | **Sing hello to the teacher** **Welcome, welcome everyone (S-M-D)** | Reinforce beat, rhythmcrotchets, quavers, crotchets and rest by singing **Davy Dumpling** and saying **Red, White and Blue** rhythms.**Make the conscious the semiquavers** by saying, clapping the rhythm and reading **If You See a Monkey**  flashcards using the rhythmic syllable **Ti-ka-ti-ka** Reinforce the semiquavers by reading flash cards using **Ta, Te-te, Sh and Ti-ka-ti-ka****Songs and rhymes*****If you See a Monkey******Skip one window******Sailing******Bells in the Steeple*** | Reinforce the concepts of crotchet, quavers and crotchet rest**Make conscious semiquavers**Reinforce S-M and L-S-MUnconsciously internalise D-M-S that will be made conscious next week | Share/discuss parts of the lesson children enjoyed/found more challenging.How many legs do the Ti-ka-ti-ka has? |
| 7 | Reinforce beat, rhythmcrotchets, quavers, crotchets rest and semiquavers using their rhythmic syllables: Ta, Te-te, Sh and Ti-ka-ti-ka Reinforce S-M and L-S-M solfa and hand signsMake conscious D-M-SUnconsciously internalise D-R-M-S-L  | **Sing hello to the teacher** **Welcome, welcome everyone (S-M-D)** | Reinforce the semiquavers by reading flash cards using **Ta, Te-te, Sh and Ti-ka-ti-ka**, and singing and playing ***Skip one window*** game**Make conscious****D-S-M solfa and hand signs** by learning **Jack in the Box** solfa and handsignsChildren to sing **Jack in the Box,** while the teacher sings the song in solfa and hand signs, children to sing the song in solfa using **D-S-M names and hand signs** **Songs and rhymes*****If you See a Monkey*** Say the rhythmic syllables***Skip one window******Jack in the Box******Bells in the Steeple*** | Reinforce the concepts of crotchet, quavers, crotchet rest and semiquavers**Make conscious****D-S-M solfa and hand signs** | Read one flashcard with Ta,Te-te, Sh and Ti-ka-ti-kacan you show me D-M-S hand signs |
| 8 | Reinforce beat, rhythmcrotchets, quavers, crotchets rest and semiquavers using their rhythmic syllables: Ta, Te-te, Sh and Ti-ka-ti-ka Reinforce D-M-S solfa and hand signsSing a song in Canon ( 2 voices )Loud/quiet and crescendoFast/slowHigh/lowInner hearing | **Sing hello to the teacher** **Welcome, welcome everyone (S-M-D)** | Reinforce the semiquavers by reading flash cards using **Ta, Te-te, Sh and Ti-ka-ti-ka**, and singing and playing ***Skip one window*** game and singing the rhythmic syllablesReinforce **D-S-M solfa and hand signs** by learning **Bells in the Steeple** solfa and handsigns **Songs and rhymes*****If you See a Monkey*** Say the rhythmic syllables***Skip one window*** Sing the rhythmic syllables***Bells in the Steeple******Davy dumpling*** Canon | Reinforce the concepts of crotchet, quavers, crotchet rest and semiquaversReinforceD-S-M solfa and hand signs | A child chooses a flashcard with Ta,Te-te, Sh and Ti-ka-ti-ka, to show for the class to readCan you read my hand signs? D-M-S |
| 9 | Reinforce beat, rhythmcrotchets, quavers, crotchets rest and semiquavers using their rhythmic syllables: Ta, Te-te, Sh and Ti-ka-ti-ka Reinforce S-M, L-S-M and D-M-S solfa and hand signsUnconsciously internalise D-R-M-  | **Sing hello to the teacher** **H-E-L-L-O** | Reinforce the semiquavers by reading flash cards using **Ta, Te-te, Sh and Ti-ka-ti-ka**, and singing Pumpkin ***song***, first in English then singing the rhythmic syllables.To reinforce D-M-S by learning **Mouse, Mousie.**Reading /singing the teachers hand signs, workout the name of the son: **Bells in the Steeple** , then sing it playing the game, then with sofa and handsignsReinforce L-S-M by singing ***Agua de Limones***and learning its solfa and hand**Songs and rhymes*****Pumpkin*****Mouse, Mousie** action game**Bells in the Steeple*****Agua de Limones*****Bells in the Steeple****An elephant goes** | Reinforce the concepts of crotchet, quavers, crotchet rest and semiquaversReinforce L-S-M and D-S-M solfa and hand signs | A child chooses a flashcard with Ta,Te-te, Sh and Ti-ka-ti-ka, to show for the class to readA child showing a short made up phrase using D-M-S |
| 10 | Reinforce beat, rhythmcrotchets, quavers, crotchets rest and semiquavers Reinforce S-M, L-S-M and D-M-S solfa and hand signsUnconsciously internalise M-R-D.Loud/quiet and crescendoFast/slowHigh/lowInner hearing | **Sing hello to the teacher**  | Reinforce the concepts of beat by playing small percussion instruments while singing and saying our different songs and rhymes.Clap and play the rhythm of the songs and rhymes.Read flashcards with crotchet quavers, crotchet rest and semiquavers saying them with your thinking voices and playing them on the instruments reinforce S-M, L-S-M and D-M-S by singing the songs that have them with solfa and handsigns**Songs and rhymes*****Children choosing which songs to sing form the songs and rhymes learnt during Year 1 and 2*** | Reinforce the concepts of crotchet, quavers, crotchet rest and semiquaversReinforce L-S-M and D-S-M solfa and hand signs | Can you read my handsign? What is the name of my song? (**Sailing**, **Jack in the Box)**Listen to my hands clapping the rhythm of this rhyme, do you know its name **(Mice, Mice)** |

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| We will carry on singing the songs and saying the rhymes learnt during MXSing Year 1 and will learn this new material |
| Facilitating repertoire  | Context and conventions | Application |
| **Songs** | **Rhymes** | **Origin, Composer, source and other** | **Rhythm** | **Solfa /tone set** | **Other** |
| **Lovely day** |  | MXSing manual Jonathan Vinten |  | D-R-M | Loud/quiet/ thinking voicesFast/slowAction game |
|  | **An elephant goes** | Growing with music teacher’s book | 6/8 |  | Loud/quiet/ thinking voicesFast/slowAction game |
| **Skip one window** |  | MXSing ManualTraditional song, words adapted by Sarah Mann | Ta, te-te, ti-ka-ti-ka, | D-R- M-S-L | Loud/quiet/ thinking voicesFast/slowAction/clapping game |
| **Mouse Mousie** |  | Singing Games and Rhymes for early years Compiled by Lucinda GeogheganTraditional song | Ta, te-te | D-M-S | Loud/quiet/ thinking voicesFast/slowAction game |
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