**Musitrax Sing: Year 2 Term 2**

**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 and MXSing Year 2 term 1

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

- They will make conscious the concept of minim, reading and writing it using the rhythmic syllable

- 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, L-S-M and D-M-S songs.

 -Pupils will make conscious minim and, M-R-D solfa and hand signs.

-Pupils will get ready to making conscious L-S-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 year 1 (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 terms or year; MXPlay Year 3

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 | Round or Canon |
| 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 songs while others are playing the beat on a percussion instrumentSing and play songs using melodic percussion instrumentsSing songs in canon Sing question and answer songsPerform different actions, vocal sounds and percussion patterns with the rest of group. |  | **Rhythm, meter and tempo** | Pulse, beat, rhythm, fast, slow.Kodaly rhythmic syllables, crotchet, quaver and crotchet rest : TA, Te-te, Sh and Ti-ka-ti-ka | Kodaly rhythmic syllables, minim: Too**Bar** |
| Expression | Adjust singing to be louder, quieter, faster and slower as directed.Suggest dynamics for songs and rhymes |  |
| **Composing** | Improvising (generating ideas) | Create melodies using S-M, L-S-M, D-M-S and D-R-M handsigns Create new verses to known songs and rhymesImprovise 1 bar response to a given callCreate actions, vocal sounds and percussion patterns. |  | **Pitch and melody** | High, low, fast, slowSolfa and handsigns S-M and L-S-M and D-M-S | Solfa and handsigns D-R-M  |
| Composing (developing ideas) | Create rhythmic flashcards using crotchets, quavers. crotchets rest, semiquavers and minimsCreate melodies using S-M, L-S-M, D-M-S and D-R-M handsigns  |  | **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 and melodic phrases and songs by ear. To use “thinking voice” for part of songs and rhymes and specific notesSing and play simple phrases using S-M, L-S-M, D-M-S and M-R-D 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, D-M-S and D-R-MUse Ta, Te-te, Sh, Ti-ka-ti-ka and Too to represent crotchets quavers, crotchets rest, semiquavers and minims.Make conscious the concept of **Bar**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, this will change when the children start working on reading ahead**

**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 rest and semiquaversReinforce 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****H-E-L-L-O** | Reinforce the semiquavers by reading 4/4 and 3/4 flash cards using **Ta, Te-te, Sh and Ti-ka-ti-ka** and by learning Who’s **That Tapping?**(performing the beat, clapping the rhythm) and singing and playing **Skip one window**game and singing the rhythmic syllablesReinforce **D-M-S solfa and hand signs** by singing **Mouse, Mousie**,sing the song, play the game, learn the solfa and handsignsUnconsciously internalise **M-R-D** by singing **Hot Cross Buns** performing the beat, clapping and saying the rhythmic syllables, **Songs and rhymes:****Who’s That Tapping?****Skip one window****Hot Cross Buns****Mouse, Mousie** | Reinforce the concepts of crotchet, quavers, crotchet rest and semiquaversReinforce D-S-M solfa and hand signsUnconsciously internalise **M-R-D** that is going to be made conscious in 2 weeks | Share/discuss parts of the lesson children enjoyed/found more challenging.A child showing a short made up phrase using D-M-S |
| 2 | Reinforce beat, rhythmcrotchets, quavers, crotchets rest and semiquaversUnconsciously internalise minimReinforce 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****H-E-L-L-O** | Reinforce the semiquavers by reading 4/4 and 3/4 flashcards using **Ta, Te-te, Sh and Ti-ka-ti-ka** and by singing **Who’s That Tapping?**perform the beat, clap the rhythm, play the game and workout the rhythmic syllables Reinforce **D-S-M solfa and hand signs** by singing **Mouse, Mousie**, sing one song with our thinking voicesUnconsciously internalise **M-R-D** by singing **Hot Cross Buns** and by learning **School Gates** that will help us to internalise the minim; perform the beat, clap the rhythm and play the game**Songs and rhymes:****Who’s That Tapping?****Hot Cross Buns****School Gates****Mouse, Mousie** | Reinforce the concepts of crotchet, quavers, crotchet rest and semiquaversReinforce D-S-M solfa and hand signsUnconsciously internalise **M-R-D** that is going to be made conscious next week | Share/discuss parts of the lesson children enjoyed/found more challenging.A child showing a rhythmic flashcard using Ta, Te-te, Ti-ka-ti-ka and sh, the rest of the class is reading first clapping and using loud voices, then clapping and using thinking voices |
| 3 | Reinforce beat, rhythmcrotchets, quavers, and crotchets rest Unconsciously internalise minimReinforce S-M, L-S-M and D-M-S solfa and hand signs**Make conscious M-R-D** Loud/quiet and crescendoFast/slowHigh/lowInner hearing | **Sing hello to the teacher****H-E-L-L-O** | Unconsciously internalise M-R-Dand minim by singing and playing  **School Gates****Make conscious M-R-D** by learning **Hot Cross Buns** solfa and handsigns, Children to singthe songwhile the teacher sings the song in solfa and hand signs, children to sing the song in solfa using **D-R-M names and hand signs** Reinforce D-R-M by singing **Davy Dumpling** in canon, first with the lyrics then with solfa and handsigns Reinforce beat, rhythmcrotchets, quavers, crotchets rest by learning **Rain on the Green Grass****Songs and rhymes:****School Gates****Hot Cross Buns****Davy Dumpling****Rain on the Green Grass** | Reinforce the concepts of crotchet, quavers and crotchet rest **Make conscious M-R-D** solfa and hand signsUnconsciously internalise minim | Share/discuss parts of the lesson children enjoyed/found more challenging.A child showing a short made up phrase using D-R-M |
| 4 | Reinforce beat, rhythmcrotchets, quavers, crotchets rest and semiquaversUnconsciously internalise minimMake conscious the concept of **Bar**Reinforce S-M, L-S-M, D-M-S and M-R-D solfa and hand signsUnconsciously internalise D-R-M-S-LLoud/quiet and crescendoFast/slowHigh/lowInner hearing | **Sing hello to the teacher****Copy Me Do;** 4 children leading the game | Reinforce crotchets, quavers, crotchets rest and semiquaversby working in our **Worksheet N 3** (you may need to carryon working on this worksheet the following week)The teacher will clap rhythms (one bar) in 4/4 and 3/4 using Ta, Te-te, Ti-ka-ti-ka and Sh, the children will write the rhythms in the bars; repeat the rhythms as many times as you need, making sure the children are saying them with their thinking voices before they write them. Reinforce D-R-M by singing **School Gates**  and **Davy Dumpling** in canon, with the lyrics and with solfa and handsigns **Songs and rhymes** **School Gates** (Minim)**Rain on the Green Grass****Davy Dumpling** | Make conscious the concept of **Bar**Reinforce crotchets, quavers, crotchets rest and semiquaversUnconsciously internalise minim that will be made conscious after half term break | Share/discuss parts of the lesson children enjoyed/found more challenging. |
| 5 | Reinforce beat, rhythmcrotchets, quavers, crotchets rest and semiquaversUnconsciously internalise minimReinforce S-M, L-S-M, D-M-S and M-R-D solfa and hand signsUnconsciously internalise D-R-M-S-LLoud/quiet and crescendoFast/slowHigh/lowInner hearing | **Sing hello to the teacher****Copy Me Do;** 4 children leading the game | Reinforce and Ti-ka-ti-ka by singing **Who’s That Tapping?** Ask the children to make up a clapping game for the song during half term, so they can teach it to the class on the next lesson You may need to finish the **worksheet N 3** To say/sing and play some of our rhymes and S-M and L-S-M songs using small percussion instruments and xylophones, chime bars or Boom whackers following this sequence:**1.** Sing and tap the beat**2.** Sing and clap the rhythm**3.** Sing/say the song/rhyme 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 notesUse the instruments to play some flashcards on 4/4 and on 3/4; first clap and say, then play and say**Songs and rhymes you may want the children to play*****Cobbler, cobbler******Magic fingers******Marry Anne******Sailing******Agua de Limones******Round and round******Harry Hare******Any of our rhymes*** | Reinforce crotchets, quavers, crotchets rest and semiquaversReinforce L-S-M and D-S-M solfa and hand signs, try to change the key of the songs when playing them so children unconsciously note solfa is relative, use only one note when playing the rhymes. | Which instrument, song and rhyme did you enjoy most singing and playing? |
| 6 | Reinforce beat, rhythmcrotchets, quavers, crotchets rest and semiquavers**Make conscious minim**Reinforce D-M-S solfa and hand signsUnconsciously internalise D-R-M-S-LLoud/quiet and crescendoFast/slowHigh/lowInner hearing | **Sing hello to the teacher****Welcome, welcome** | **Make the conscious the minim** by singing, clapping the rhythm and reading **School Gates** flashcards using the rhythmic syllable **Too** for the minim and a 4beats **too** for the **semibreve**. You may have to make a flashcard for the semibreve for the children to read. Reinforce the minim by reading flash cards using **Ta, Te-te, Sh, Ti-ka-ti-ka and Too**Reinforce Ti-ka-ti-ka by singing **Who’s That Tapping?** Ask some of the children to show the class their made-up clapping game, ask the class to choose which game to play while singing the song; sing the song with rhythmic syllables Reinforce D-M-S by showing the class **Welcome, welcome** solfa and handsigns, ask them to sing them with their thinking voices and to work out the name of the song, ask the children to sing the song with the lyrics, solfa and handsigs and with one of the notes with thinking voicesClap **Rain on the Green Grass** rhythm see if the children can recognise the rhyme, ask them to say it first with the lyrics, then with rhythmic syllables.**Songs and rhymes****School Gates** **Who’s That Tapping?****Welcome, welcome****Rain on the Green Grass** | **Make the conscious the minim** | A child showing a rhythmic flashcard using minim and any other rhythmic notes we know, the rest of the class is reading clapping and saying. |
| 7 | Reinforce beat, rhythmcrotchets, quavers, semiquavers and minimInternalise D-R-M-S and D-R-M-S-L solfa and hand signsLoud/quiet and crescendoFast/slowHigh/lowInner hearingTo develop reading using stick notation | **Sing hello to the teacher****Welcome, welcome** | Reinforce beat, rhythmcrotchets, quavers and minim and internalise D-R-M-S by learning **Rover**InternaliseD-R-M-S-L and 6/8 by singing and playing **Sally go Round the Sun,** to end singing the song with solfa and handsigns**Using Stick notation by reading Cobbler, Cobbler on our worksheet N 4**Clap **Marco Polo** rhythm see if the children can remember the rhyme, ask them to say it first with the lyrics, then with rhythmic syllables.**Songs and rhymes****Rover****Sally go Round the Sun****Cobbler, Cobbler****Marco Polo** | **Using Stick notation by reading Cobbler, Cobbler on our worksheet N 4**Use of the pentatonic scale | Can you sing Sally go round the sun with solfa and handsigns without the teacher? |
| 8 | Reinforce beat, rhythmcrotchets, quavers, semiquavers and minimStart developing **Reading ahead**Reinforce S-M-L, D-R-M-S and D-R-M-S-L solfa and hand signsSing the pentatonic scale with solfa and handsignsInner hearing | **Sing hello to the teacher****Welcome, welcome** | Reinforce L-S-M by singing **Round and Round**; play the game 3 times: singing the lyrics, singing the solfa and handsigns, end singing the lyrics.Reinforce D-R-M-S and crotchets, quavers and minim by singing **Rover’s** Reinforcecrotchets, quavers, crotchets rest and semiquavers and start **developing reading ahead** by reading a **train of four flashcards** on 4/4 following this sequence:**1.** Display 4 flashcards one after the other, ask the children to read them with their thinking voices**2.** Ask the children to clap and read the train of flashcards out loud**3.** Turn over one of the flashcards so the children can’t see it, ask the children to read the train of flashcards, including the one they can’t see**4.** Carry on turning over flashcards until the children read the whole train of flashcards without seen any of themReinforce D-R-M-S-L by singing and playing **Skip one window’s** **Songs and rhymes****Round and Round** **Rover****Skip one window** | Reinforce L-S-M and the minim by singing **Round and Round** getting ready to read the song using stick notation next weekstart **developing reading ahead** | Who can read our train of flashcards without seen any of the wagons? |
| 9 | Reinforce beat, rhythmcrotchets, quavers, semiquavers and minimUnconsciously internalise the dotted minimReinforce S-M-L, D-R-M, D-R-M-S and D-R-M-S-L solfa and hand signsSing the pentatonic scale with solfa and handsignsInner hearingTo develop reading using stick notation | **Sing hello to the teacher****Welcome, welcome**  | Reinforce M-R-D singing and playing **Lovely day** game **Stick notation: read Round and Round on our worksheet N 7**Reinforce D-R-M-S and crotchets, quavers and minim by singing **Rover,** sing it first with the lyrics, then with the rhythm and to end with solfa and handsignsSing **Bells In the steeple** playing the game consciously internalising the dotted minim, sing it as a canon first with the lyrics then with solfa and handsigns**Songs and rhymes****Lovely day** **Round and Round****Bells In the steeple** **Rover** | Reinforce L-S-M and the minim by reading **Round and Round** using stick notationUse of the pentatonic scale | Do you have a dog at home? Let’s sing **Rover** changing the name of the dog for your dog’s name |
| 10 | Reinforce beat, rhythmcrotchets, quavers, crotchets rest and semiquavers Reinforce S-M, L-S-M and D-M-S solfa and hand signsLoud/quiet and crescendoFast/slowHigh/lowInner hearing | **Sing hello to the teacher**  | To say/sing and play some of our rhymes and S-M and D-S-M songs using small percussion instruments and xylophones, chime bars or Boom whackers following this sequence:**1.** Sing and tap the beat2. Sing and clap the rhythm**3.** Sing/say the song/rhyme 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 notesUse the instruments to play some flashcards on 4/4 and on 3/4; first clap and say, then play and say**Songs and rhymes*****Children choosing which songs to sing form the songs and rhymes learnt during Year 1 and 2*** | Reinforce crotchets, quavers, crotchets rest and semiquaversReinforce L-S-M and D-S-M solfa and hand signs, try to change the key of the songs when playing them so children unconsciously realise solfa is relative, use only one note when playing the rhymes. | Which instrument, song and rhyme did you enjoy most singing and playing? |

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| We will carry on singing the songs and saying the rhymes learnt during MXSing Year 1 and MXSing Year 2 Term 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** |
| **Who’s That Tapping?** |  | Singing Games and Rhymes for early years Compiled by Lucinda GeogheganTraditional song | Ta, te-te, Ti-ka-ti-ka | D-R-M-S | Loud/quiet/ thinking voicesFast/slowAction/clapping game |
| **School gates** |  | MXSing manualJonathan Vinten | Ta, Te-te, Too | D-R-M | Loud/quiet/ thinking voicesFast/slowAction/clapping game |
|  | **Rain on the green grass** | MXSing manual Traditional Rhyme  | Ta, te-te, Sh |  | Loud/quiet/ thinking voicesFast/slowAction/clapping game |
| **Rover** |  | MXSing manual Traditional song | Ta, te-te, Too | D-R-M-S | Loud/quiet/ thinking voicesFast/slow |
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