**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 scale  internalise 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** | Phrase  Question 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 group  Sing songs while others are playing the beat on a percussion instrument  Sing and play songs using melodic percussion instruments  Sing songs in canon  Sing question and answer songs  Perform 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 rhymes  Improvise 1 bar response to a given call  Create actions, vocal sounds and percussion patterns. |  | **Pitch and melody** | High, low, fast, slow  Solfa 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 minims  Create 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 notes  Sing 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-M  Use 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, rhythm  crotchets, quavers, crotchets rest and semiquavers  Reinforce S-M, L-S-M and D-M-S solfa and hand signs  Unconsciously internalise M-R-D.  Loud/quiet and crescendo  Fast/slow  High/low  Inner 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 syllables  Reinforce **D-M-S solfa and hand signs** by singing **Mouse, Mousie**,sing the song, play the game, learn the solfa and handsigns  Unconsciously 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 semiquavers  Reinforce D-S-M solfa and hand signs  Unconsciously 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, rhythm  crotchets, quavers, crotchets rest and semiquavers  Unconsciously internalise minim  Reinforce S-M, L-S-M and D-M-S solfa and hand signs  Unconsciously internalise M-R-D.  Loud/quiet and crescendo  Fast/slow  High/low  Inner 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 voices  Unconsciously 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 semiquavers  Reinforce D-S-M solfa and hand signs  Unconsciously 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, rhythm  crotchets, quavers, and crotchets rest  Unconsciously internalise minim  Reinforce S-M, L-S-M and D-M-S solfa and hand signs  **Make conscious M-R-D** Loud/quiet and crescendo  Fast/slow  High/low  Inner 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, rhythm  crotchets, 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 signs  Unconsciously 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, rhythm  crotchets, quavers, crotchets rest and semiquavers  Unconsciously internalise minim  Make conscious the concept of **Bar**  Reinforce S-M, L-S-M, D-M-S and M-R-D solfa and hand signs  Unconsciously internalise D-R-M-S-L  Loud/quiet and crescendo  Fast/slow  High/low  Inner hearing | **Sing hello to the teacher**  **Copy Me Do;** 4 children leading the game | Reinforce crotchets, quavers, crotchets rest and semiquavers  by 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 semiquavers  Unconsciously 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, rhythm  crotchets, quavers, crotchets rest and semiquavers  Unconsciously internalise minim  Reinforce S-M, L-S-M, D-M-S and M-R-D solfa and hand signs  Unconsciously internalise D-R-M-S-L  Loud/quiet and crescendo  Fast/slow  High/low  Inner 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 notes  Use 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 semiquavers  Reinforce 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, rhythm  crotchets, quavers, crotchets rest and semiquavers  **Make conscious minim**  Reinforce D-M-S solfa and hand signs  Unconsciously internalise D-R-M-S-L  Loud/quiet and crescendo  Fast/slow  High/low  Inner 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 voices  Clap **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, rhythm  crotchets, quavers, semiquavers and minim  Internalise D-R-M-S and D-R-M-S-L  solfa and hand signs  Loud/quiet and crescendo  Fast/slow  High/low  Inner hearing  To develop reading using stick notation | **Sing hello to the teacher**  **Welcome, welcome** | Reinforce beat, rhythm  crotchets, 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, rhythm  crotchets, quavers, semiquavers and minim  Start developing **Reading ahead**  Reinforce S-M-L, D-R-M-S and D-R-M-S-L solfa and hand signs  Sing the pentatonic scale with solfa and handsigns  Inner 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 them  Reinforce 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 week  start **developing reading ahead** | Who can read our train of flashcards without seen any of the wagons? |
| 9 | Reinforce beat, rhythm  crotchets, quavers, semiquavers and minim  Unconsciously internalise the dotted minim  Reinforce S-M-L, D-R-M, D-R-M-S and D-R-M-S-L solfa and hand signs  Sing the pentatonic scale with solfa and handsigns  Inner hearing  To 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 handsigns  Sing **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 notation  Use 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, rhythm  crotchets, quavers, crotchets rest and semiquavers  Reinforce S-M, L-S-M and D-M-S solfa and hand signs  Loud/quiet and crescendo  Fast/slow  High/low  Inner 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 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 notes  Use 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 semiquavers  Reinforce 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 Geoghegan  Traditional song | Ta, te-te, Ti-ka-ti-ka | D-R-M-S | Loud/quiet/ thinking voices  Fast/slow  Action/clapping game |
| **School gates** |  | MXSing manual  Jonathan Vinten | Ta, Te-te, Too | D-R-M | Loud/quiet/ thinking voices  Fast/slow  Action/clapping game |
|  | **Rain on the green grass** | MXSing manual Traditional Rhyme | Ta, te-te, Sh |  | Loud/quiet/ thinking voices  Fast/slow  Action/clapping game |
| **Rover** |  | MXSing manual Traditional song | Ta, te-te, Too | D-R-M-S | Loud/quiet/ thinking voices  Fast/slow |
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