**Musitrax Sing: Year 2 Term 3**

**Unit summary:**

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

- Children will reinforce the musical elements and skills consciously and unconsciously learnt on MXSing Year 1 and MXSing Year 2 term 1 and 2:

- They will reinforce the different intervals found within the pentatonic by using the notes solfa names and hand signs D-R-M-S- and L

- Children will unconsciously develop the semitones F and T; to get ready to make them conscious in year 3 so they can complete the Diatonic scale.

- Children will reinforce the concepts of beat, rhythm, crotchets, quavers, semiquavers, crotchet rest and minims by using their rhythmic syllables and playing games, using body percussion and small percussion instruments while singing or saying the rhymes

-Children will carry on developing their inner hearing by using their thinking voices to 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, D-M-S and M-R-D songs.

**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***  Pitch relation through singing songs within the mayor diatonic unconsciously internalising ***f and t*** |  | **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, when playing Xylophones or similar instruments children should have matching beaters on each hand and should be encouraged to use them efficiently. |  |
| 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  Sing and play simple pentatonic songs while others are singing and or playing a simple base line.  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, Too  Bar | Dotted note |
| 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 D-R-M-S-L solfa and 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, L-S-M, D-M-S and D-R-M | Scale  Pentatonic scale |
| Composing (developing ideas) | Create rhythmic flashcards using crotchets, quavers. crotchets rest, semiquavers and minims  Create melodies using D-R-M-S-L solfa and handsigns. |  | **Harmony and tonality** | Canon | Scale  Pentatonic scale |
| **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 D-R-M-S-L  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, D-R-M, S-M-R-D and L-S-M-R-D  Use Ta, Te-te, Sh, Ti-ka-ti-ka and Too to represent crotchets quavers, crotchets rest, semiquavers and minims.  Using stick notation  To develop reading ahead that will help us to develop sight reading |

**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 semiquavers and minim  To understand what a dotted note is  To reinforce D-R-M-S-L solfa and hand signs  To develop reading ahead | **Sing hello to the teacher**  **H-E-L-L-O** | Reinforce the beat and the feeling of 3/4, the dotted minim and D-M-S by singing, and playing **Bells in the Steeple** sing the song with the lyrics playing the game, sing the song with solfa and handsigns, to end read the song’s flashcards explaining what a dotted note is.  Reinforcecrotchets, quavers, crotchets rest semiquavers and minims and start **developing reading ahead** by reading a **train of four flashcards** on 4/4 following the sequence described on last term lesson 8  Reinforce beat, rhythm  crotchets, quavers, semiquavers and minims and D-R-M-S-L by singing **Rover** and **Skip one window** following this sequence: sing the song with the lyrics playing the game or stamping the beat, then with the rhythmic syllables and to end with solfa and hand signs  **Songs and rhymes**  **Skip one window**  **Bells in the Steeple**  **Rover** | Reinforce the concepts of crotchet, quavers, crotchet rest, semiquavers and minim  **developing reading ahead** by reading a **train of four flashcards**  Reinforce D-R-M-S-L solfa and hand signs | Who can read our train of flashcards without seen any of the wagons? |
| 2 | Reinforce beat, rhythm  crotchets, quavers, crotchets rest semiquavers and minim  To reinforce D-R-M-S-L solfa and hand signs  To develop Inner hearing  To develop reading ahead  To develop reading using stick notation | **Sing hello to the teacher**  **H-E-L-L-O in 6/8** | Reinforce beat, rhythm  crotchets, quavers and L-S-M-R-D by learning **Lonely Frog**  Reinforcecrotchets, quavers, crotchets rest semiquavers and minims and start **developing reading ahead** by reading a **train of four flashcards** on 4/4 following the sequence described on last term lesson 8  Reinforcecrotchets, quavers, crotchets rest, D-R-M and reading using stick notation by working in our **Worksheet N 11** (you may need to carryon working on this worksheet the following week)  Feeling of 6/8 by singing and playing **Oliver Twist**  **Songs and rhymes**  **Lonely Frog**  **Davy Dumpling**  **Oliver Twist** | **developing reading ahead** by reading a **train of four flashcards**  **Using stick notation to write a D-R-M song** | Who can tell me the name of the song written in or worksheet?  Who can read our train of flashcards without seen any of the wagons? |
| 3 | Reinforce beat, rhythm  crotchets, quavers, crotchets rest semiquavers and minim  To reinforce D-R-M-S-L solfa and hand signs  To develop Inner hearing  To develop reading ahead  To develop reading using stick notation | **Sing hello to the teacher**  **H-E-L-L-O in 4/4 and 6/8** | You may need to finish the **worksheet N 11**  Reinforce beat, rhythm  crotchets, quavers and L-S-M-R-D by singing **Lonely Frog**  Reinforce beat, rhythm  crotchets, quavers and crotchet rest reviewing **Mice, Mice**  Feeling of 6/8 by singing and playing **Oliver Twist**  **To develop reading ahead** by following this sequence:  Choose four 4/4 flashcards for the children to read, the flashcards will be shown always in the same order  **1.** Show one flashcard to the children, asking them to read it with their thinking voices while you count to four, hide it away and ask the children to read it out loud; do the same with all the four flashcards  **2.** Show the first flashcard to the children counting to four, hide it away showing them the second flashcard ask the children to read out loud the first flashcard, the one they saw beforehand.  3. Carryon doing the same until the children can read the set of four flashcards one after the other  **Songs and rhymes**  **Lonely Frog**  **Mice,Mice**  **Oliver Twist** | To review **Mice. Mice** that will be written next week using stick notation  **To develop reading ahead** | Share/discuss parts of the lesson children enjoyed/found more challenging. |
| 4 | Reinforce beat, rhythm  crotchets, quavers, crotchets rest semiquavers and minim  To reinforce D-R-M-S-L solfa and hand signs  To develop Inner hearing  To develop reading ahead  To develop reading using stick notation | **Sing hello to the teacher**  **Copy Me Do;** 4 children leading the game | Reinforce beat, rhythm  crotchets, quavers and L-S-M-R-D by singing **Lonely Frog** learning the song’s rhythmic syllables and solfa and handsigns  **To develop reading ahead** by following the same sequence than last week sequence, use a different set of flashcards  Reinforce M-R-D singing and playing **Lovely day** game  Reinforcecrotchets, quavers, crotchets rest, semiquavers and reading using stick notation by working in our **Worksheet N 10** (you may need to carryon working on this worksheet the following week)  **Songs and rhymes**  **Lonely Frog**  **Lovely day**  **If you see a monkey**  **Mice, mice** | **To develop reading ahead**  **Using stick notation to read and write rhymes** | Share/discuss parts of the lesson children enjoyed/found more challenging. |
| 5 | Reinforce beat, rhythm  crotchets, quavers, crotchets rest semiquavers and minim  To reinforce D-R-M-S-L solfa and hand signs  To develop Inner hearing  To develop reading ahead | **Sing hello to the teacher**  **Copy Me Do;** 4 children leading the game | You may need to finish the **worksheet N 10**  To say/sing and play some of our rhymes and D-S-M and M-R-D 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**  **Jack in the box**  **Bells in the steeple**  **Hot cross buns**  **Davy Dumpling** | Reinforce D-M-S and  D-R-M solfa and hand signs, try to change the key of the songs when playing them so children realise 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 semiquavers and minim  To reinforce D-R-M-S-L solfa and hand signs  To unconsciously internalise Fa  To develop Inner hearing  To develop reading ahead | **Sing hello to the teacher**  **Copy Me Do;** 4 children leading the game | To reinforce D-R-M-S-L by learning **Copy me do** solfa and hand signs  To unconsciously internalise Fa and to reinforce crotchets, quavers and minim  by learning **Pease pudding hot**  **Sally go round the sun;** sing the song with the lyrics playing the game, play the game again this time singing with thinking voices clapping the rhythm, song with solfa and handsigns, to end sing the song with the lyrics playing the game  **To develop reading ahead** by following the same sequence described on week 3, this time using four 3/4 flashcards.  Clap **Rain on the Green Grass rhythm**, see if the children can recognise the rhyme, ask them to say it with the lyrics and with the rhythmic syllables  **Can you read my handsigns?** Sing the Pentatonic scale with solfa and handsigns with the children; make up a phrase using L-S-M for the children to sing, end by showing them one of our well know L-S-M songs  **Songs and rhymes**  **Copy me do**  **Sally go round the sun**  **Rain on the Green Grass** | To reinforce D-R-M-S-L solfa and hand signs  To develop reading ahead  To review **Rain on the Green Grass** that is going to be written by the children next week  To unconsciously internalise Fa that will be made conscious in year 3 | Who would like to show us handsigns for us to read? |
| 7 | Reinforce beat, rhythm  crotchets, quavers, crotchets rest semiquavers and minim  To reinforce D-R-M-S-L solfa and hand signs  To unconsciously internalise Fa  To develop Inner hearing  To develop reading using stick notation | **Sing hello to the teacher**  **Welcome, welcome** | To unconsciously internalise Fa and to reinforce crotchets, quavers and minim  by singing **Pease pudding hot**  Reinforcecrotchets, quavers, crotchets rest, dotted minim, D-M-S and reading and writing using stick notation by working in our **Worksheet N 13** (you may need to carryon working on this worksheet the following week)  After working on the worksheet sing and play **Bells in the steeple** clapping game  End the lesson asking the children to choose a song with a game to play, if the children know the rhythmic syllables and the solfa ask them to use them  **Songs and rhymes**  **Pease pudding hot**  **Bells in the steeple**  **Rain on the Green Grass** | To unconsciously internalise Fa that will be made conscious in year 3 | End the lesson asking the children to choose a song with a game to play, if the children know the rhythmic syllables and the solfa ask them to use them |
| 8 | Reinforce beat, rhythm  crotchets, quavers, crotchets rest semiquavers and minim  To reinforce D-R-M-S-L solfa and hand signs  To unconsciously internalise Fa  To develop Inner hearing  To develop reading ahead | **Sing hello to the teacher**  **Welcome, welcome** | To unconsciously internalise Fa and to reinforce crotchets, quavers and minim  by singing **Pease pudding hot** first with the lyrics then with the rhythmic syllables  **To develop reading ahead** by following the same sequence described on week 3, this time using four 4/4 flashcards  Sing and play **Lovely day** game, sing 4 times; with the lyrics, with the rhythmic syllables, with solfa and handsigns at end sing it again with the lyrics  **Can you read my handsigns?** Sing the Pentatonic scale with solfa and handsigns with the children; make up a phrase using D-M-S for the children to sing, end by showing them **Jack in the box**, ask the children to sing the song with lyrics playing the game  **Songs and rhymes**  **Pease pudding hot**  **Lovely day**  **Jack in the box**  **Marco Polo** | To review **Marco Polo** that is going to be written by the children next week  To unconsciously internalise Fa that will be made conscious in year 3 | Who would like to show us handsigns for us to read? |
| 9 | Reinforce beat, rhythm  crotchets, quavers, crotchets rest semiquavers and minim  To reinforce D-R-M-S-L solfa and hand signs  To unconsciously internalise Fa  To develop Inner hearing  To develop reading using stick notation | **Sing hello to the teacher**  **Welcome, welcome** | **Back to the beginning**: sing and play **Cobbler, cobbler**, but this time we will pass our shoe to the child sitting next to us when we tap the beat ( let the children have fun) end by singing the song with solfa and hand sings while playing the game  Reinforceall we have learnt by working in our **Worksheet N 14** (you may need to carryon working on this worksheet the following week)  End the lesson asking the children to choose a song with a game to play, if the children know the rhythmic syllables and the solfa ask them to use them  **Songs and rhymes**  **Cobbler, Cobbler**  **Rover**  **Marco Polo**  **Pease pudding hot** | Reinforceall we have learnt during the 2 years of MXSing | Did you manage to sing Cobbler and pass the shoe on time; did you enjoy playing the game? |
| 10 | Reinforce beat, rhythm  crotchets, quavers, crotchets rest semiquavers and minim  To reinforce D-R-M-S-L solfa and hand signs  To unconsciously internalise Fa  To develop Inner hearing  To develop reading ahead  To develop reading using stick notation | **Sing hello to the teacher** | To say/sing and play some of our rhymes and 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**  ***Ask the children to choose the songs they would like to play and sing, if the song has too many notes ask them to play a bass line while singing the song*** | Reinforceall we have learnt during the 2 years of MXSing | Which of the songs I taught you is the one you like the most?? |

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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** |
| **Lonely Frog** |  | Singing Rascals pentatonic Zoltán kodály | Ta, te-te | D-R- M-S-L | Loud/quiet/ thinking voices  Fast/slow  Action/clapping game |
| **Pease Pudding Hot** |  | Songs for Singing & Musicianship Training K.C.L  Traditional song | Ta, Te-te, Too | D-R-M-F | Loud/quiet/ thinking voices  Fast/slow  Action/clapping game |
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