



## Music Year 2 Unit 3 – I Wanna Play In A Band

Key Knowledge	Key Skills	Key Vocabulary ( with definitions)	Key Questions
<p><b>Themes:</b> Playing together in a band, and Rock music</p> <p>To know what the pulse is in a piece of music.</p> <p>To know this unit is about rock music.</p> <p>Recognise and name some instruments they hear: <b>keyboard, drums, bass, electric guitar, singers.</b></p> <p>To know where the notes are on the chosen instrument.</p> <p>Most children should know that music has a steady pulse. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Some will know that rhythms are different from the pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments.</p>	<p>To find the pulse of this unit's piece of music.</p> <p>Recognise and name some instruments they hear: <b>keyboard, drums, bass, electric guitar, singers.</b></p> <p>To be a rockstar finding the pulse.</p> <p>To copy and clap back rhythms.</p> <p>To clap the rhythm of their name.</p> <p>To clap the rhythm of their favourite colour.</p> <p>To sing and dance together, in time and using actions.</p> <p>To play accurately and in time.</p> <p>To improvise in lessons and performance, using F.</p> <p>To compose a simple melody using simple rhythms and use as part of a performance.</p>	<p><b>Rock</b> – a genre of music.</p> <p><b>Pulse</b> – The heartbeat or steady beat of a song/piece of music.</p> <p><b>Rhythm</b> – The combination of long and short sounds to make patterns.</p> <p><b>Pitch</b> – The range of high and low sounds.</p> <p><b>Improvise</b> – To make up a tune and play it on the spot; there is an assumption that it can never be recreated.</p> <p><b>Compose</b> – Creating and developing musical ideas and 'fixing' these.</p> <p><b>Perform</b> – Singing and playing instruments.</p> <p><b>Audience</b> – the assembled spectators or listeners at a public event.</p> <p><b>Melody</b> – Another name for a tune.</p> <p><b>Dynamics</b> – How loud or quiet the music is.</p> <p><b>Tempo</b> – An Italian word used to describe how fast/slow the music goes.</p> <p><b>Need to know instruments –</b> Keyboard Drums Bass Electric guitar</p>	<p>What did you like best about the performance?</p> <p>How did you feel about your performance?</p> <p>Recap – what is the pulse?</p>



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### Outcome

Throughout this unit, the children need to have the chance at singing and instrumental parts of I Wanna Play In A Band. They need to show some improvisation during the instrumental section on the glockenspiel. The outcome should be that the children can sing the song and share their (**containing C A# A G F**) to the rest of the class. They can compose and pairs. E.g.

Compose: I Wanna Play In A Band by Joanna Mangona

Note names

C

A#

A

G

F

Create your composition as a whole class or group activity. Drag notes from the left into the boxes to create your composition.

A#	C	A	G	A	A	F	

playing the  
final  
composition  
practise in