

Music Lesson Plan - Songs of the City

Lesson 1 and 2

Focus: Year 2

The focus of this whole Unit is Heritage and the power of traditional song. Traditional music can help people understand a culture better. It represents the history, traditions and thoughts of a community. We would like to collect songs from all over the Bristol from many cultures to create a bank of Songs of our City. Over the unit we would love schools to encourage individual children to 'sing a special song' to their class. Maybe one that is sung a lot at home, maybe a lullaby, maybe one they know from grandparents. The song can be in any language but the emphasis is a traditional song – one that has been passed down through generations. At the end of the Unit it would be amazing if you could choose one or two songs from your class and record an individual singing as an MP3 file and send them with the title of the song if known, words (and phonetic pronunciation if needed), as well as the meaning if not in English to kirsten.cunningham@bristolbeacon.org. These may be used in future Bristol Music lesson plans and if we get enough will be made into a song book. No recordings of individual children and no names will be used so there are no GDPR concerns.

Key Learning Objectives:

- To sing accurately in unison.
- To sing with actions in time with the music.
- To sing with dynamic contrast.
- To describe music using a music vocabulary.

Inter-related music dimensions covered: Tempo, Dynamics, Pitch, Timbre.

As you cover the different dimensions refer to them on the **poster (see resource)** and tick them off. You might like to laminate each of the different images and display on the board as you cover them.

Starter activity: 'Boom chicka boom' (See Sing Up)

Leader: Say "Boom Chicka Boom" Echo: Say "Boom Chicka Boom"

Leader: Say "Boom Chicka Boom" Echo: Say "Boom Chicka Boom"

Leader: Say "Boom Chicka Rocka Chicka Rocka Chicka Boom" Echo: Say "Boom Chicka Rocka Chicka Rocka Chicka Boom"

Leader: "Ah ha!" Echo: "Ah ha!"

Leader: "Ee hee!" Echo: "Eh hee!"

Leader: "One more time" Echo: "One more time"



At this point, the teacher should change a dimension of the music. For example the leader could change **pitch** (make the chant high-squeaky voice or low-deep voice), **tempo** (make the chant fast or slow), **timbre** (make the chant croaky, hold your nose, or smooth-posh voice) **dynamics** (whispered or shouted). The children should identify what change was made and relate this to one of the inter-related

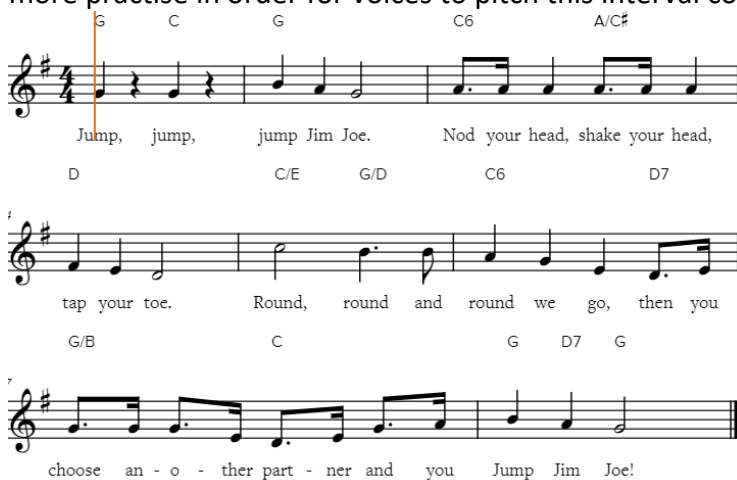
dimensions of music. Children can make up others. To end the song the words "One more time" could be replaced with "That's all".

Main focus: 'Jump Jim Joe'

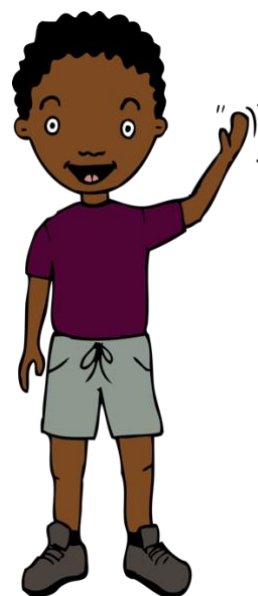
This is a traditional American welcoming social dance song, involving open gestures, welcoming faces and enthusiastic dance actions!

Listen to the performance on Sing Up. Focus on teaching the melody accurately, by teaching using the rehearsal track asking the children to echo back phrases.

After singing the word 'toe', there is a large leap up to a 'C'. This might require more practise in order for voices to pitch this interval correctly.



G C G C6 A/C#
 Jump, jump, jump Jim Joe. Nod your head, shake your head,
 D C/E G/D C6 D7
 tap your toe. Round, round and round we go, then you
 G/B C G D7 G
 choose an - o - ther part - ner and you Jump Jim Joe!



Watch: <https://www.youtube.com/watch?v=lkGHE0fyrxw> then divide the class into two groups, one group joins hands to create an inner circle. The second group partners with one of the inner circle to form an outer circle. Children jump / nod / shake head / tap toe, as in the lyrics. At 'around' they hold their partners hands and swing, then in the final 2 bars the outer circle moves on one place clockwise to gain a new partner and the song is repeated.

Explore different ways of singing the song by altering the final line of the song as below.

- ...then we sing a little quieter, and jump Jim Joe.
- ...then we sing it really loudly, and we jump Jim Joe.
- ...then we sing a little faster, and we jump Jim Joe.

Plenary:

Record only the singing as it is the quality of singing at this stage that you want to capture. Play back the recording at the end to the lesson for the children to hear how they sound and consider ways in which to improve the singing e.g. diction, pitch-especially the leap from 'toe' to 'round', pitch / tuning (intonation) don't go flat (don't let the notes sag) as you sing down in steps; the rhythm of *then you choose another partner...* needs to be snappy!

Can the children think of other rhyming words and examples of alliteration that could lead to a new song? e.g. “Clap, clap, clap Kate Clark”, “Stamp, stamp, stamp, Sam Sock”. (See Power point example).

Keywords / vocabulary: American, folk song/dance, pulse, unison, pitch (high/low), alliteration, dynamics (piano (softly), forte (loud)), tempo (slow/fast), interval/leap, timbre (tone colour / a particular sound).

Self-assessment opportunities:

- I can sing accurately in unison with my peers.
- I can sing and move in time with the music.
- I can sing with dynamic contrast.
- I can describe the music using a music vocabulary.
- I can different inter-related dimensions.

Resources: Sing Up, YouTube, Ppt poster of inter related dimensions.

Opportunities for sharing work e.g. by recording, notation: If there are two classes in a year group, you could both learn the song and meet up. One class can turn to face the other class and dance in the same way as before. Can you find an opportunity to sing this song in the playground?

Music Assessment: Year 2 Lesson 1 and 2

You only need to note the names of children who are working towards or well above the criteria for the lesson. It will be assumed the majority of the class will achieve the objectives and you don't need to record this. Use the space below for any specific notes on achievement or evaluation of class progress.

Names of any children who are working towards	'I can' assessment criteria	Names of any children who are working at greater depth
	<ul style="list-style-type: none"> ● I can sing accurately in unison with my peers. ● I can sing and move in time with the music. ● I can sing with dynamic contrast. ● I can describe the music using a music vocabulary. ● I can different inter-related dimensions. 	
<p>Notes:</p>		