



Music Medium Term Planning Sheet

2020 / 2021

Year 2	Term 4	Unit title - 'Mars' from 'The Planets' by Gustav Holst	
Key Vocab: Composer, fast, slow, tempo, pace, spikey (staccato), smooth (legato), quiet, loud			
Lesson No.	Key Learning Intentions Linked to National curriculum (differentiated)	Activities & Teaching & Learning strategies (including assessment opportunities)	Cross curricular links
1	LI: To explore the difference in spikey (staccato) and smooth (legato) in the context of music ALL must listen carefully to the music. MOST should understand what smooth and spikey music sounds like. SOME could create a smooth or spikey pattern	<p>Explain to the children that you are going to watch and listen to Mars by Gustav Holst. Holst is a composer which is somebody who writes music. The composer is often telling a story in the music. This story is all about the planet, Mars. Watch and listen to the music - it's very exciting!</p> <p>https://www.bbc.co.uk/teach/ten-pieces/KS2-gustav-holst-mars-from-the-planets/zf6hsrd</p> <p>Watch and listen to the piece for a second time, but this time, encourage the children to tell you what they hear. For example: 'I wonder if Mars is big or small?' 'Is the planet Mars tired or angry?' 'I wonder what is happening on Mars?' Scribe children's ideas</p> <p>Listen to 2.30-2.44. Then, ask the children to move around in the space to the music. Encourage the children to really listen. Play the music a couple of times. Listen to 1.19-1.44. Again, then ask the children to move around the space to the music. Do this a couple of times. Encourage the children to think about how the two extracts were different. Explain that the first one had more smooth music in it and the second one had more spikey/ jumpy music in it. Listen again and move around the space with the children, really exaggerate your movement. Can children use a drum to create a smooth or spikey beat?</p>	



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2	<p>LI: To learn a new song and sing it in different styles</p> <p>ALL must join in with the song.</p> <p>MOST should be able to sing it in a different style</p> <p>SOME could suggest a new style to sing it in</p>	<p>Listen to a short section of Mars (any section is fine) Explain to the children that today you're all going to space to visit Mars. Ask them how you might get there. Somebody may suggest a rocket, so here's a rocket song below for you to learn. Create some actions to accompany the song. <i>Resources are on SharePoint</i></p> <p>Now try singing the song in different styles; remember, the WOOOOSH has to be done in the style too! Why not try one or two of the following? Then ask your children how they would like to sing it. Quiet Loud Smooth Spikey Fast Slow Like a robot Like a giant Like an alien</p> <p>Extension activity: children could write their own song about a rocket or a trip to Mars</p>	Homework - design their own rocket for a trip to Mars
3	<p>LI: To come up with simple patterns using drums</p> <p>ALL must listen carefully to the music.</p> <p>MOST should be able to follow a pattern</p> <p>SOME could create their own patterns</p>	<p>Listen to Mars and encourage the children to move around the room as they listen to it. How does it make them move? Remind them that a composer is someone who writes music, and this music often tells a story. Encourage the children to think what the story might be as they move around the space.</p> <p>Explain that lots of percussion is used in Mars. Percussion instruments are things that are struck or shaken to make a sound. Watch Mars again; can anybody see a percussion instrument? Pass a drum around the circle and give everyone the chance to make a sound. Did we all make the same sound? How were they different? Lay out the drums in the space- three or four different types of drums is ideal. Pick one child to come and copy your 'Mars pattern'. Play a simple pattern and chose a child to copy it. Then pick a child to play their 'Mars pattern'. Pick another child to copy it back. Repeat, and listen to lots of new 'Mars patterns'. Children could be given paper to record their pattern.</p>	PE
4	<p>LI: To create their own song</p> <p>ALL be able to join in with the song.</p>	<p>Listen to Mars and get the children moving around the space. Ask them what could they be? Aliens? Stars? Another creature we might find on Mars? (scribe ideas for later)</p>	English-Song writing Art



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	<p>MOST should be able to suggest a new item for the song.</p> <p>SOME could suggest an action</p>	<p>Sing a song about what you see on Mars! Rewrite the words to a tune you know well, or use the example below. It's to the tune of Old MacDonald had a farm. In a rocket flying high, zooming through the sky. Over there I see a _____, zooming through the sky. Change the lyrics for different things e.g. alien or a star.</p> <p>Children to work in partner or groups to create their own version. They could illustrate their song with images of all the new things they saw. Can they think of their own actions? Children may wish to perform their song at the end of the lesson.</p>	
5	<p>LI: To use sounds to tell a story</p> <p>ALL must be able to copy sounds</p> <p>MOST be able to suggest a new order of sounds</p> <p>SOME could suggest their own sounds or actions</p>	<p>Sing the rocket song! What different ways can you sing it? How might it sound if you were a grumpy alien?</p> <p>Listen to Mars, encourage your children to think what we might see if were there. Is there water? Is there a grumpy alien? Have all your different space shapes, pick three as well as a mode of transport. For example, a grumpy alien, a star, Mars and a rocket. With your group of children, come up with a sound for each. For example: Grumpy Alien- (low and loud) zzzzzz Star- twinkle twinkle Mars- stamping feet Rocket- zoooooom</p> <p>Then ask one of your children to arrange the grumpy alien, star, Mars and rocket into an order on the board - this is your space map! Can your class do this order of sounds? Mix up the order a couple of times! Maybe the rocket flies from each space shape.</p> <p>Next, explain to the children that you are not going to use your voices or bodies to make the sound, but instead you are going to use instruments. Bring a selection of instruments to your set up. Ask the children what instrument the grumpy alien would sound like? Maybe it's a wooden block! Now ask a child to come and arrange the shapes. Pick four children to play the instruments.</p>	



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		Extension: children could work in groups to create their own space journey to perform to the class. They may want to record this on sugar paper to remind them of the order.	
6	<p>LI: To present their understanding of Mars by Gustav Holst</p> <p>ALL must be able to describe the piece of music</p> <p>MOST should be able to say how the music made them feel</p> <p>SOME could record their ideas</p>	<p>Ask the class to reflect on their journey to Mars-what have we learnt? What new words did we come across? What instruments did we play?</p> <p>Today we are going to create a project to share our learning in Music. Possibly activities: Make some models of planet Mars, Create their own space scape-what might they see? Draw the instruments that you have all played, Write a story about what is happening on Mars, Listen to more pieces from The Planets and draw some other planets depending on what you hear or write a new song about space travel, research The planets and Gustav Holst-what facts can you write down?</p> <p>Children to work in groups or partners on their project-these can be shared at end of lesson.</p>	English ICT Art PSHE