

# Swing-a-long with Shostakovich / Charlie Chaplin

## Innovation

Introducing new ways and methods

### Music

#### Key Vocabulary

Tier 1: beat, pulse, pattern

Tier 2: Jazz, compose, rhythm, duration, dynamics

Tier 3: polka, waltz, pitch,

### Year Two

#### Prior Knowledge

Last half term we discover how composers use volume, speed, and rhythm in their music.

In Year 1 we could listen and respond to different genres of music.

#### My Component Knowledge:

Lesson 1: I can Listen actively and mark the beat by tapping, clapping, and swinging to the music.

Lesson 2: I can learn how beats can be grouped into patterns.

Lesson 3: I can listen actively and move, stepping a variety of rhythm patterns.

Lesson 4: I can learn about short and long durations.

Lesson 5: I can discover which instruments can play pitches.

#### My Composite Knowledge:

To understand and explain how beats can be grouped into patterns, and identify them in familiar songs. To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft).

#### My Powerful Knowledge:

Children will know how beats can be grouped into patterns and how musical elements such as pitch, duration, and dynamics create different moods. They will understand how to use these elements to compose music that matches actions and emotions in a film scene.



#### DURATION

The length of a note

short sounds  
ba!



## What is Jazz?



## Which instruments are pitched and unpitched?



wak-a-tubes



maracas

