

MUSIC MADE SIMPLE

YEAR 2 IPC UNIT TITLE: **PEOPLE IN THE PAST** AUTUMN TERM (2) LESSON 1 2 3

CONTENT	TEACHING AND LEARNING
Musical learning	<ul style="list-style-type: none"> • respond through movement/dance to different musical characteristics and moods • recognise and respond to the mood of a piece of music: begin to use music terminology when describing how the mood is created • compose music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups
Resources	<p>(a) YouTube: HALF HANNIKIN (music) https://soundcloud.com/pivarenaissancemusic/half-hannikin</p> <p>(b) YouTube: HALF HANNIKIN DANCE https://www.youtube.com/watch?v=PCy2yQk3j4Y</p> <p>(c) MARCH FROM THE COURTLY DANCES by Britten, available as a download</p> <p>(d) Tuned percussion (chime bars – gather all the school sets) and claves</p> <p>(e) A clear space for an Elizabethan circle dance</p>
Introduction/ warm up	<p>HALF HANNIKIN In preparation for dancing later, watch the dance clip and listen to the music https://www.youtube.com/watch?v=PCy2yQk3j4Y</p>
<p>Main part of the lesson to include some aspects of:</p> <p>Singing</p> <p>Composing</p> <p>Performing</p> <p>Listening</p> <p>Appraising</p>	<p>1) Set the context by explaining a little about life under Queen Elizabeth I: e.g. the clothes, buildings and food. Explain that Elizabethans loved music and dancing and the Queen was a particular enthusiast! Explain that a reverence (bow/curtsey) was a courtesy made before every dance, to the most important person present and then to one's dancing partner.</p> <p>2) HALF HANNIKIN Practise the simple dance steps as described on page 2. (It might be useful to familiarise yourself with the music and the steps in advance.) Dancing is an excellent way for children to recognise and follow the pulse (strong beat). Each dance 'phrase' is set to 8 beats. Rehearse until children can remember and perform the sequence of steps. NB: The musicians on the recording perform on period instruments.</p> <p>3) Listen to MARCH FROM THE COURTLY DANCES. (This very short piece composed by Britten in 1953, formed part of his opera 'Gloriana', written to celebrate our current Queen's coronation, but the music sounds Elizabethan. Ask children to listen out for the tabor (drum) playing a repeated rhythm pattern (<i>'play the drum'</i>), a lute (stringed instrument) and a recorder that plays a bouncy tune over the top.</p> <p>4) MODELLING: IMPROVISE A DANCE TUNE Ask a child to play the clave pattern (<i>'play the drum'</i>). Using a set of chime bars, model improvising a little tune over the top of the clave ostinato. Using two beaters, play a range of notes in a lively, dance-like style.</p> <p>4) Arrange children into threes. Give a chime bar set and two pairs of claves to each threesome. Ask them to make up a short dance piece, just as you modelled. Two children play claves for the tabor part in each group and one improvises a chime bar tune over the top. Swap roles so that everyone has a chance to play a melody.</p>
Ideas for revisiting in the week	<p>Dance HALF HANNIKIN to entertain Y1 pupils: perhaps you could teach it to them?</p>

HALF HANNIKIN a circle dance

1. Listen to the piece and find/tap the pulse(strong beat)

Make a large circle – everyone has a partner standing beside them. Make a reverence to the Queen (a bow and curtsey)

1: Walk 4 steps into the middle of the circle and 4 steps back to places (8 beats)

2: Repeat this phrase. (8 beats)

3: Turn to face partner clap 4 times and tap knees 4 times. (8 beats)

4: Repeat this phrase. (8 beats)

5: Hold partner's hands and walk round in a small circle and return to own place (8 beats)

6: Repeat this move but walking in the other direction return to own place (8 beats)

Repeat the dance.