

# MUSIC MADE SIMPLE

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

CONTENT	TEACHING AND LEARNING
<b>Musical learning</b>	<ul style="list-style-type: none"> <li>• compose repeated rhythmic patterns (ostinati)</li> <li>• perform a rhythm accompaniment to a song</li> <li>• work and perform in smaller groups</li> </ul>
<b>Resources</b>	a) mp3 recordings: <b>HOSPITALS; RICH AND POOR; LAMPS FOR SOLDIERS</b> b) PowerPoint slides: <b>HOSPITALS; RICH AND POOR; LAMPS FOR SOLDIERS</b> c) Tuned and untuned percussion
<b>Introduction/ warm up</b>	<p><b>ONE, TWO BUCKLE MY SHOE</b> A Victorian lace-makers' rhyme</p> <p>One, two, <i>buckle my shoe</i>; three, four, <i>knock at the door</i>;            Five, six, <i>pick up sticks</i>; Seven, eight, <i>lay them straight</i>: Nine, ten: <i>a big fat hen!</i></p> <p>Teach this short chant as 'call and response' piece: half saying the numbers, the rest answering with rhymes. The words come from Victorian lace-making... 'pick up sticks' refer to the lace-making pins on the machine and the 'big fat hen' is a fat fluffy pillow on which the lace work rested. Make up some actions, too.</p>
<p><b>Main part of the lesson to include some aspects of:</b></p> <p><i>Singing</i></p> <p><i>Composing</i></p> <p><i>Performing</i></p> <p><i>Listening</i></p> <p><i>Appraising</i></p>	<p>1) Talk with children about Florence Nightingale and her commitment to saving soldiers' lives. Give some sense of the difference between the lives of rich and poor Victorians: Florence was born into a well-to-do family.</p> <p>2) Display the PowerPoint lyrics for <b>HOSPITALS</b> and learn the song from the mp3 recording. The song has a march-like quality, so encourage a group to play untuned percussion on the beat like a military band. Develop this by asking pairs to compose a short rhythmic pattern (ostinato) on untuned percussion to accompany the song. Try these out with the rest of the class singing.</p> <p>3) Listen to <b>RICH AND POOR</b> and learn a little about Florence's early influences. The mp3 will help you to learn this simple song.</p> <p>4) Remind children that Florence was known as 'The Lady of the Lamp'. The final song <b>LAMPS FOR SOLDIERS</b> is set to the tune of 'Pease Pudding Hot', a tune learnt last term. Display the lyrics and sing straight away (an mp3 is available), but quietly, like a lullaby, so as not to wake the poor injured soldiers!            Sing verse one with <u>one</u> percussion instrument playing on the pulse (strong beat). In verse 2 have two instruments playing ...and so on, so that as the song progresses, the texture builds, cumulatively. Encourage children to invent lines for 6 (or more) nurses' lamps to extend the song.</p>
<b>Ideas for revisiting in the week</b>	<p>Enjoy revisiting the material and songs from this lesson so that children grow in confidence with vocal and percussion skills.</p>

## **HOSPITALS**

Hospitals weren't very nice  
In Queen Victoria's day,  
They were filthy, smelly  
Lots of bugs about  
Not a healthy place to stay!  
Patients shared their sheets  
They even shared their bed  
They were filthy, smelly  
Lots of bugs about  
People often ended up dead!

## **RICH AND POOR**

The Nightingales were rich  
They had a lot of stuff  
But Florence cared about the folk  
Who hadn't got enough!  
She visited the villagers  
And saw their poverty  
She gave them all some money  
And food and fruit for tea!

The Nightingales were rich  
They had a lot of stuff  
But Florence cared about the folk  
Who hadn't got enough!  
She visited the villagers  
And once they'd all been fed  
She gave them clothes and warm things  
And blankets for their bed

## **LAMPS FOR SOLDIERS Tune: Pease pudding hot**

One nurse's lamp; one small light  
Cheers up a hospital - makes it bright

Two nurses' lamps ... shows soldiers sleeping  
Three nurses' lamps... see to do a bandage  
Four nurses' lamps ... cheers lonely soldiers  
Five nurses' lamps ... shine on the patients