

Medium Term Plan: Sound and Symbol 2

Year 2 · Unit 4

Learning Objectives

1. Recognise and write music using dots (blobs), sticks and stave notation.
2. Understand and use gradations of dynamics, such as crescendo (getting louder), to add interest to a performance.

	Summary of Lesson	Key Learning
Weeks 1 & 2	Muddy Waters – Consolidation and Sharing • Revisit favourite pieces: “Hello!”, “Introducing B”, “Playing B”, “Bouncing With B”, “Introducing A”, “Dancing With A, B”, “A Come Together”, and “Introducing G”. • Focus on posture, beater technique, and accurate note playing on glockenspiels. • Perform individually, in pairs, or as a whole class, emphasising pitch, rhythm, dynamics, and expressive delivery. • Develop audience awareness, including movement, gestures, and stage presence, while encouraging attentive listening and ensemble confidence. Blackstorm Castle – Dynamics & Introduction to Brass • Practise and memorise “B and A Come Together”, exploring forte (loud) and piano (quiet) dynamics. • Develop control over soft playing while maintaining clarity in alternating groups. • Introduce brass instruments (trumpets, trombones), learning timbre, embouchure, and sound production.	During these initial weeks, children consolidate prior learning and begin exploring new notes, focusing on B and A. They develop posture, beater technique, and accuracy on glockenspiels while revisiting familiar pieces and practising ensemble awareness. Children experiment with rhythm, dynamics, and expressive delivery, considering both solo and group performance. Dynamics are introduced through forte and piano, encouraging control of volume in different contexts. Children are also introduced to brass instruments, where they explore timbre, embouchure, and sound production. Music Notepad activities allow them to create simple one-bar melodies using note B, fostering early composition skills. Peer listening and group rotations reinforce

	• Compose simple four-beat melodies in Music Notepad Sketch using note B; experiment with volume, expression, and ensemble balance.	attentive listening, collaborative skills, and confidence in performing.
Weeks 3 & 4	Futura – Patterns, Tempo, and Extended Dynamics • Consolidate “Go Go G” and “B, A and G Come Together”, recognising repeating patterns and performing from memory. • Explore mezzo forte (moderately loud) dynamics and their expressive impact. • Develop rhythmic precision and flexibility through tempo exercises using the cartoon tool. • Compose four one-count note melodies in Music Notepad; demonstrate individually or in small groups, refining technique and ensemble cohesion. Central City – Extended Compositions and Brass Exploration • Create longer melodies using the Quick Composition 4-bar option, incorporating rests, dynamics, and note variation. • Explore pieces in three beats per bar (“B, A and G in Three”) to develop swaying rhythms. • Investigate low brass timbres (trombones, tubas) and their ensemble roles. • Practise “Hello!” for performance, focusing on balance, rhythmic accuracy, and providing peer feedback.	Children consolidate B, A, and newly introduced G notes, practising patterns and extended rhythms, and exploring dynamic markings, including mezzo forte. Tempo exercises build rhythmic precision and expressive flexibility. Music Notepad enables longer compositions, allowing for the integration of rests, dynamics, and three-beat patterns. Children develop ensemble awareness by performing in groups, providing peer feedback, and considering the balance and musicality of their ensemble. Low brass exploration reinforces timbre recognition, while repeated rehearsals support accuracy, confidence, and expressive performance.

Weeks 5 & 6	Week 5: Mount Firebucket – Performance Preparation • Rehearse all previously learned pieces, refining timing, ensemble cohesion, dynamics, and expressive delivery. • Rotate performance roles: solo, paired, and group lines to build confidence. • Enhance presentation skills, posture, and stage presence by integrating backing-only tracks and improvisations. • Apply peer and teacher feedback to evaluate balance, tempo, and dynamics across pieces. Week 6: Celebration Performance – Final Showcase and Assessment • Perform a curated programme including “Hello!”, “Let’s Work It Out Together”, and “B, A and G Come Together”. • Focus on confident ensemble performance with solos, small group spotlights, and expressive interpretation. • Engage in self-assessment and peer feedback to evaluate rhythm, dynamics, clarity, and stage presence. • Celebrate progress, musical understanding, ensemble skills, and personal achievements; reflect on learning and the differences between creating and performing music.	Children rehearse all previously learned pieces, refining ensemble cohesion, timing, and expressive delivery. Role rotations build confidence in solo, paired, and group performances. Children integrate backing tracks, improvisations, and movement, while applying peer and teacher feedback to enhance balance, dynamics, and clarity. The unit culminates in a celebratory performance to a live or recorded audience, showcasing individual and group skills, rhythmic accuracy, expressive interpretation, and stage presence. Reflection encourages discussion of progress, the distinction between creating and performing, and personal achievements, consolidating musical understanding and confidence across the unit.
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