



SUBJECT MEDIUM TERM PLANNING - Music

Year Group: 2

TERM: Autumn 1

Theme: Hands Feet Heart Charanga Unit

National Curriculum:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Model Music Curriculum:

Listening

- Understand of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.

Composing

- Understand the difference between creating a *rhythm* pattern and a *pitch* pattern.
- Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.

Musicianship

Pulse/ Beat.

- Use *body percussion*, (e.g. clapping, tapping, walking) and *classroom percussion* (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (*ostinati*) and short, pitched patterns on *tuned instruments* (e.g. glockenspiels or chime bars) to maintain a steady beat.
- Respond to the *pulse* in recorded/live music through movement and dance

Pitch

- Sing familiar songs in both low and high voices and talk about the difference in sound.

Context:

- Pupils can perform, listen to, review music during Charanga lessons, performing short songs
- Pupils can evaluate music by saying what they like about the music or which song is their favourite
- Music will be across a range of historical periods, genres, styles, traditions
- Pupils will learn to sing and use their voices to create and compose music on their own and with others
- Pupils will continue to learn how to play a musical instrument – glockenspiels/ violins
- Pupils will play an instrument and sing along with a song
- Pupils will use technology and equipment appropriately
- Pupils will have the opportunity to progress to the next level
- Pupils will understand and explore how music is created, produced and communicated

Concepts:

- Singing
- Listening
- Performing
- Musicianship

Vocabulary:

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.
- Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Dynamics – loud or quiet sounds
- Glockenspiel -

Prior Knowledge:

- Pupils have continue to sing songs as a group (in Maths, phonics) and during the Nativity performance
- Pupils have listened to and appraised music during Charanga lessons
- Pupils have explored making music using classroom instruments (e.g. percussion), using technology (2Simple) and by making their own instruments
- Pupils have learned to perform together as a group (e.g. during Christmas nativity performance) or in small groups or independently during Charanga lessons
- Pupils have learned to play glockenspiels (year 1)
- Pupils have created their own music using symbols for pitch, tempo, pulse/ beat
- Pupils have started to use body percussion, such as tapping their knees, clapping their hands or tapping beats on classroom instruments (percussion, glockenspiels)
- Pupils have watched live performance (MITR FS2 and year 1).

Future Knowledge:

- Pupils will continue to learn and sing songs as a group during Charanga lessons and in preparation to attend the Music in the Round performance
- Pupils will listen to a range of music genres and be able to reflect on what they have heard, e.g. is that music fast or slow? Is the music high or low? Can they name an instrument that they recognise in the music?
- Pupils will be able to understand the vocabulary dynamics (loud/ quiet), tempo (fast/ slow)
- Pupils will understand the stories, origins, traditions, history and social context of music by comparing different genres of music during Charanga lessons
- Pupils will recap key vocab: pulse, rhythm, pitch, tempo, duration
- Pupils will group beats in 2s 3s by tapping knees on first (strongest) beat and clapping the remaining beats

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| <ul style="list-style-type: none">• Pupils have learned the key vocab: | |
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End points /by the end of this unit pupils will...

- Listen to songs from different genres
- Pupils will continue to discuss similarities and differences between songs
- Be able to recall the meaning of pulse, pitch, dynamics, tempo
- Be able to demonstrate pulse, pitch, dynamics and tempo orally or on a tuned instrument
- Be able to sing a song alongside playing a tuned instrument Recap and understand the vocabulary: rhythm, beat, pulse, pitch, tempo, dynamics

Lesson Number 1

Key learning:

To listen and appraise a song

Concepts:

Listening
Musicianship

Open Charanga – Original scheme – Year 2– Hands Feet Heart – Step 1**Introduction:**

Warm up games (challenge)

Read short introduction paragraph: pulse is a steady beat that doesn't change.

1. Find the pulse: copy the animals
2. Move to the pulse (nod, clap and stamp feet when prompted)

Direct teaching:

We are going to be listening to a song.

Think about what you like about it and then answer the questions below.

Listen and appraise:

Hands Feet Heart by Joanna Mangona

Hands, Feet, Heart is a song written for children to celebrate and learn about South African music.

Activity:**Questions to ask:**

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together (verse, chorus, instrumental solo, intro)
- What is the pitch of this song?

Listen to the song – Listen to Hands Feet Heart

Use body percussion to tap to the beat/ pulse

Challenge:

- Can you hear the chorus, verse, etc.

Adaptive teaching for SEND:**Success Criteria:**

- I can listen carefully to a song
- I can use my body to find the pulse of the song, e.g. tapping knees, clapping
- I can answer questions about the song
- I can say what I like about a song
- I can use my body to find the pulse of the song and sing along with the words

Suggested resources:

Charanga Step 1: Hands Feet Heart

Vocabulary: recap - pulse, intro, verse, pre chorus, chorus, instrumental solo

Lesson Number 2

Key learning: to learn to sing a song as a group and play tuned instruments as a group

Concepts:
Singing
Listening
Performing

Lesson structure: Introduction, direct teaching, activities, key questions

Introduction:

Flexible games (bronze challenge)
Copy the animals to find the pulse

Direct teaching:

Read about the song - The Click Song by Miriam Makeba
Then listen and appraise

Recap tempo – fast or slow sounds

Listen and appraise:

Listen to The Click Song by Miriam Makeba

Questions to ask:

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together (verse, chorus, instrumental solo, intro)
- How is this song different or similar Hands Feet Heart?

Activity:

Listen to the song – The Click Song by Miriam Makeba
Use body to tap to the pulse
Recap use of glockenspiel
Listen again to Hands Feet Heart
Play your instruments tab (glockenspiel) Easy Part – play glockenspiel along with the song

Challenge:

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Adaptive teaching for SEND:

Success Criteria:

- I can listen carefully to a song
- I can use my body to find the pulse of the song, e.g. tapping knees, clapping
- I can answer questions about the song
- I can say what I like about a song
- I can discuss similarities and differences between songs
- I can use my body to find the pulse of the song and sing along with the words
- I can play a tuned instrument (glockenspiel)

Suggested

resources:
Charanga - Step 2:
Hands Feet Heart

Vocabulary: pulse, tempo, glockenspiel

Lesson Number 3

Key learning: to improvise playing a tuned instrument with a song

Concepts:
Singing
Listening
Performing

Lesson structure: Introduction, direct teaching, activities, key questions

Introduction:

Warm up games (bronze challenge)
Move to the pulse

Direct teaching:

- Pitch is the high or low parts of a song
- Can the chn sing a note in a high pitch? (Teacher to model)
- Can the chn sing a note in a low pitch? (Teacher to model)
- Recap dynamics – loud or quiet sounds

Listen and appraise:

Mbube by Soweto Gospel Choir
About the song tab –

Questions to ask:

- Where are the high pitch notes in this song? (Chn to point up or down when they hear)
- Where are the low pitch notes in this song? (Chn to point up or down when they hear)
- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together (verse, chorus, instrumental solo, intro)

- What is the tempo of this song? Is a fast or slow?

- What are the dynamics of this song? Are there loud and quiet parts?

Activity:

Listen to the song – Hands Feet Heart
Use glockenspiel to experiment with sounds
Sing verses 1 and 2 with confidence
Try without vocal

Challenge:

Adaptive teaching for SEND:

Success Criteria:

- I can listen carefully to a song
- I can use my body to find the pulse of the song, e.g. tapping knees, clapping
- I can sing along with the lyrics of a song
- I can identify the pitch of a song
- I can sing alongside others
- I can play tuned instruments alongside a song

Suggested resources:
Charanga - Step 3: Hands Feet Heart

Vocabulary: pitch, tempo, fast, slow, dynamics, loud, quiet

Lesson Number 4

Key learning: to perform a song in small groups to the class

Concepts:
Singing
Listening
Performing

Lesson structure: Introduction, direct teaching, activities, key questions

Introduction:

Warm up games (silver challenge)
Rhythm copy back

Direct teaching:

- Recap rhythm is the long and short patterns played over a steady beat.
- Teacher to clap a rhythm over the backing pulse and chn to copy back.

Listen and appraise:

Listen to the Bring Him Back Home (Nelson Mandela) by Hugh Masekela
About the song tab -

Success Criteria:

- I can listen carefully to a song
- I can use my body to find the pulse of the song, e.g. tapping knees, clapping
- I can sing along with the lyrics of a song
- I can identify the pitch of a song
- I can sing alongside others
- I can sing with a high or low pitch
- I can sing confidently
- I can sing with the appropriate volume

Suggested resources:
Charanga - Step 4: Hands Feet Heart

Questions to ask:

- What does pulse mean?
- What does rhythm mean?
- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together (verse, chorus, instrumental solo, intro)
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Activity:

Listen to the song – Heart Feet Hands
Use body to tap to the beat
Sing verse 2 with confidence – small groups in class

Challenge:

Adaptive teaching for SEND:

Vocabulary: rhythm, pitch, pulse, intro, verse, pre chorus, chorus, instrumental solo

Lesson Number 5

Key learning: to hear the pitch, pulse, rhythm and tempo in songs

Concepts:
Singing
Listening
Performing

Lesson structure: Introduction, direct teaching, activities, key questions

Introduction:

Warm up games (silver challenge)
Find the pulse

Direct teaching:

- We will need to listen to the rhythm, pitch, tempo and pulse of the song Hands Feet Heart
- We will be using glockenspiels to copy the pulse

Listen and appraise:

You Can Call Me Al by Paul Simon
About the song tab –

Success Criteria:

- I can listen carefully to a song
- I can use my body to find the pulse of the song, e.g. tapping knees, clapping
- I can start to sing along with the lyrics of a song
- I can identify the pitch of a song
- I can sing with a high or low pitch
- I can sing confidently
- I can sing with the appropriate volume
- I can sing alongside others

Suggested resources:
Charanga - Step 5: Hands Feet and Heart

Questions to ask:

- What does pulse mean?
- What does rhythm mean?
- What does pitch mean?
- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together (verse, chorus, instrumental solo, intro)
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Activity:

Listen to all of the song – Hands Feet Heart
Sing whole song with confidence in small groups
Tap body during instrumental parts
Use glockenspiel to play alongside song

Open – Play your instruments – glockenspiel tab

Challenge:

Adaptive teaching for SEND:

Vocabulary: rhythm, pitch, pulse

Lesson Number 6

<p>Key learning: to perform a song using our voices and tuned instruments in small groups to whole class</p>	<p>Concepts: Singing Listening Performing</p>	<p>Lesson structure: Introduction, direct teaching, activities, key questions</p> <p>Introduction: Warm up games (silver challenge) Find the pulse</p> <p>Listen and appraise: Hlokoloza by Arthur Mofokate About the song tab</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> - Which part is the chorus in the song? - What does pulse mean? - What does rhythm mean? - What does pitch mean? - What does dynamics mean? - Which song did you like? <p>Direct teaching:</p> <ul style="list-style-type: none"> - Rhythm is the long and short patterns played over a steady beat. - Teacher to clap a rhythm over the backing pulse and chn to copy back. <p>Activity: Perform the song tab – sing and play instrumental parts Listen to the song – Hands Feet Heart – whole song Sing whole song with confidence (vocal) Use glockenspiels to play along during instrumental section</p> <p>Challenge: Adaptive teaching for SEND: modelling from adults in classroom (e.g. when to tap or clap, etc.)</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> - I can listen carefully to a song - I can use my body to find the pulse of the song, e.g. tapping knees, clapping - I can sing along with the lyrics of a song - I can identify the pitch of a song - I can sing alongside others - I can sing with a high or low pitch - I can sing confidently - I can sing with the appropriate volume 	<p>Suggested resources: Charanga - Step 6: Hands Feet Heart</p>	

Vocabulary: rhythm, pitch, pulse, dynamics, intro, verse, pre chorus, chorus, instrumental solo