



## SUBJECT MEDIUM TERM PLANNING – Music

<b>Year Group: 2</b>	<b>TERM: Spring 1</b>	<b>Theme: The Friendship Song</b>
<p><b>National Curriculum:</b> Children should be taught to:</p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>		
<p><b>Context:</b> Pupils will listen to a range of songs and discuss whether they think the song tells a story or what they can see in their imagination when they listen to the music. Pupils are also asked what kinds of instruments they can hear, how the music makes them feel and whether they liked or disliked the song. Pupils will be able to identify the pulse, rhythm, pitch, tempo and dynamics of a piece of music. Pupils will continue to learn to play a glockenspiel alongside a song, playing the notes C, D, E, F, G, A + B. Pupils will create their own sequence of sounds on the glockenspiel, as an improvisation task. They will play the given notes and then continue to play in the same style as the song, choosing which notes to play next.</p>	<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Singing</li> <li>Listening</li> <li>Performing</li> <li>Musicianship</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Pulse – the regular heartbeat of the music; its steady beat.</li> <li>Rhythm – long and short sounds or patterns that happen over the pulse.</li> <li>Pitch – high and low sounds.</li> <li>Tempo – the speed of the music; fast or slow or in-between.</li> <li>Dynamics – quiet or loud sounds</li> <li>Timbre – quality of instruments or singing</li> <li>Texture – layers of sounds</li> </ul>

<p><b>Prior Knowledge:</b></p> <p>Pupils have watched a live performance during Autumn 2 (Music in the Round), and have learned the names of musical instruments that would appear in an orchestra, such as violins, double bass. Pupils have discussed the sound quality of instruments (timbre) and identified the pitch of these instruments during the Music in the Round performance.</p> <p>Pupils have listened to and appraised a range of songs during Charanga lessons, starting in year 1 and continuing in year 2 Autumn 1. Pupils have discussed what they like about a song, have learned about the history and social context of a song and have discussed how songs are constructed. Pupils have identified the pulse, pitch, rhythm, tempo and dynamics of appraisal songs.</p> <p>Pupils have performed together as a group for an audience, during a Christmas carol performance in Autumn 2. They have practiced singing songs together, keeping in accurate time and matching the pitch of others when singing.</p> <p>Pupils have used a glockenspiel to copy given notes of a song during Charanga lessons and have experimented creating their own sequence of sounds (in year 1).</p>	<p><b>Future Knowledge:</b></p> <p>Pupils will be able to sing all appraisal songs by the end of this unit. They will identify the pitch, pulse, rhythm, tempo, timbre and dynamics of a song, in the appraisal and performance parts of Charanga lessons. Pupils will continue to discuss songs; whether the song tells a story, how the song makes them feel, whether they like the song. Pupils will continue to learn about the history and social context of songs and start to discuss the effects of this on the song.</p> <p>Pupils will continue to play glockenspiels alongside a song, playing the notes C, D, E, F, G, A + B. Pupils will continue to perform a sequence of sounds to the class, either playing the glockenspiel or singing the song.</p>
<p><b>End points /by the end of this unit pupils will...</b></p> <ul style="list-style-type: none"> <li>• Sing and chant together, during Charanga lessons.</li> <li>• Listen to a piece of music, during Charanga lessons, and move or clap in time to the pulse/ beat</li> <li>• Listen to a range of musical pieces, during appraisal parts of Charanga lessons, reflecting on what they have heard, how the music makes them feel and whether they like or dislike the song.</li> <li>• Perform copycat songs with confidence and ownership, during Charanga warm ups.</li> <li>• Play alongside a song, using a tuned instrument (glockenspiel)</li> <li>• Understand and identify the interrelated dimensions of music: pulse, pitch, rhythm, tempo, dynamics, timbre</li> </ul>	<p><b>Crucial Knowledge</b></p> <p>Pupils will revisit the vocabulary terms pulse/ beat, rhythm, pitch, tempo, timbre. Pupils will demonstrate their understanding of these terms by modifying their singing or playing the glockenspiel.</p> <p>Pupils will demonstrate their understanding of pulse/ beat by tapping their knees or clapping with the pulse/ beat of a song.</p> <p>Pupils will demonstrate their understanding of a rhythm pattern by tapping their knees or clapping with the rhythm of a song.</p> <p>Pupils will demonstrate their understanding of pitch by changing their pitch when they are singing or playing the glockenspiel.</p> <p>Pupils will demonstrate their understanding of tempo by changing their singing or playing tempo to fast or slow.</p> <p>Pupils will demonstrate their understanding of timbre by discussing the quality of the sounds that musical instruments or singing voices create.</p> <p>Pupils will recognise which notes on a glockenspiel will produce high or low notes, how to create loud/ quiet sounds and how to create fast/ slow sounds.</p> <p>Pupils will recognise pulse/ beat, rhythm, pitch, tempo and timbre during listening and appraising sections of Charanga lessons.</p>

## Lesson Number 1

**Key learning:** to listen to, appraise and learn to sing a song

**Concepts:**  
Singing  
Listening

**Listen and appraise:**

The Friendship Song by Joanna Mangona and Pete Readman.  
Read about the song tab

**Success Criteria:**

- I can listen carefully to a song
- I can learn about the social context and history of a song
- 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 begin to sing along with the words

**Suggested resources:**

Charanga Step 1: The Friendship song

**Questions to ask:**

- Does this song tell a story?
- What can you hear?
- How does the music make you feel?
- What did you like about the song?
- Identify rhythm, pitch, pulse, dynamics, timbre
- New vocab **texture** – layers of sounds
- Identify the layers in the Friendship Song

**Introduction:**

Warm up games (Challenge 1)

- Find the pulse - follow instructions
- Copy back activity

**Direct teaching:**

- Recap the meanings of key vocabulary: rhythm, pitch, pulse, tempo, dynamics, timbre

**Activity:**

Listen to the song (The Friendship Song)

Use body to tap to the beat/ pulse

Discuss with pupils whether the pitch is high or low

Discuss whether the tempo is fast or slow

Discuss whether there are quiet or loud parts of the song

Start to sing along with verse

**Vocabulary:** beat/ pulse, verse, rhythm, pitch, tempo, dynamics, timbre, texture

## Lesson Number 2

<p><b>Key learning:</b> to listen to and appraise songs from the same genre and discuss similarities and differences</p>	<p><b>Concepts:</b> Singing Listening</p>	<p><b>Listen and appraise:</b> Count on Me by Bruno Mars About the song tab</p> <p><b>Questions to ask:</b></p> <ul style="list-style-type: none"> <li>• Does this song tell a story?</li> <li>• What can you hear?</li> <li>• How does the music make you feel?</li> <li>• What did you like about the song?</li> <li>• Does this song have a fast or slow tempo?</li> <li>• What is the pitch of this song?</li> <li>• What is the pulse of this song?</li> <li>• What is the rhythm pattern of this song?</li> <li>• Identify texture in this song</li> <li>• How is this similar to the Friendship Song?</li> <li>• How is this different to the Friendship Song?</li> <li>• Does this song have a different/ similar tempo/ timbre/ pitch/ pulse/ rhythm to the Friendship Song?</li> </ul> <p><b>Introduction:</b> Warm up games (Challenge 2)</p> <ul style="list-style-type: none"> <li>- Find the pulse - follow instructions</li> <li>- Copy back activity</li> </ul> <p><b>Direct teaching:</b></p> <ul style="list-style-type: none"> <li>- Recap tempo – speed of sounds within a song</li> </ul> <p><b>Practice:</b> Learn to sing the song Teacher to model singing in similar pitch, tempo and dynamics Begin to sing along with the verse</p>
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>- I can listen carefully to a song</li> <li>- I can answer questions about the song</li> <li>- I can say what I like about a song</li> <li>- I can discuss the similarities and differences of a song</li> <li>- I can use my body to find the pulse of the song and sing along with the words</li> <li>- I can identify the pitch, pulse/ beat, rhythm, tempo and timbre of a song</li> </ul>	<p><b>Suggested resources:</b> Charanga Step 2: The Friendship song</p>	

**Vocabulary:** beat/ pulse, verse, rhythm, pitch, tempo, dynamics, timbre, texture, similar, different



### Lesson Number 3

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

**Concepts:**  
Singing  
Listening

**Listen and appraise:**

We Go Together – from Grease  
About the song tab

**Questions to ask:**

- Does this song tell a story?
- What can you hear?
- How does the music make you feel?
- What did you like about the song?
- What is the tempo of this song?
- What is the pitch of this song?
- What is the pulse of this song?
- What is the rhythm pattern of this song?
- Identify texture in this song

**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 understand what pitch, pulse, rhythm, tempo, timbre mean
- I can identify the pitch of a song and sing in a similar pitch
- I can recognise the tempo of a song
- I can recognise the dynamics of a song and sing in a similar way
- I can sing alongside others

**Suggested resources:**

Charanga Step 3 –  
The Friendship Song

**Introduction:**

Warm up games (Challenge 3)

- Find the pulse - follow instructions
- Copy back activity

Today we are going to learn and sing along with the Friendship Song

**Activity:**

Learn to sing the song tab

Listen to the song

Use body to tap to the beat/ pulse then rhythm

Identify pitch, tempo and dynamics

Start to sing along with verse as a group, matching the pitch, tempo and dynamics

Start to sing along with chorus as a group

**Vocabulary: verse, chorus, fast, slow, pulse, pitch, tempo**

## Lesson Number 4

<p><b>Key learning:</b> to use instruments to play the rhythm pattern in a song</p>	<p><b>Concepts:</b> Singing Listening Composing</p>	<p><b>Listen and appraise:</b> You Give a Little Love from Buggy Malone About the song tab</p> <p><b>Questions to ask:</b></p>
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>- I can listen carefully to a song</li> <li>- I can use my body to find the pulse of the song, e.g. tapping knees, clapping</li> <li>- I can sing along with the lyrics of a song</li> <li>- I understand what pitch, pulse, rhythm, tempo mean</li> <li>- I can identify the pitch of a song and sing in a similar pitch</li> <li>- I can sing alongside others</li> <li>- I can use an instrument to tap to the rhythm of the song</li> </ul>	<p><b>Suggested resources:</b> Charanga Step 4 – The Friendship Song</p>	<ul style="list-style-type: none"> <li>• Does this song tell a story?</li> <li>• What can you hear?</li> <li>• How does the music make you feel?</li> <li>• What did you like about the song?</li> <li>• What is the tempo of this song?</li> <li>• What is the pitch of this song?</li> <li>• What is the pulse of this song?</li> <li>• What is the rhythm pattern of this song?</li> <li>• Identify texture in this song</li> </ul> <p><b>Introduction:</b> Warm up games (Challenge 4)</p> <ul style="list-style-type: none"> <li>- Find the pulse - follow instructions</li> <li>- Copy back activity</li> </ul> <p><b>Direct teaching:</b></p> <ul style="list-style-type: none"> <li>- Today we are going to learn and sing along with the Friendship Song</li> <li>- Recap how to use a glockenspiel – which side has higher pitch/ lower etc.</li> <li>- How to create louder/ quieter sounds – hit harder or softer</li> <li>- How to increase tempo, keeping in time with the rhythm</li> </ul> <p><b>Activity:</b> Listen to the song Use body to tap to the <b>rhythm</b> of the song Start to sing along with verse as a group Start to sing along with chorus as a group</p> <p><b>Play your instruments tab</b> In partners use the glockenspiels to tap along with <b>rhythm</b>. Partner 1 to listen to partner 2 play and then swap.</p> <p><b>Performance practice:</b> Partner 1 to play glockenspiel. Partner 2 to sing song and then to swap.</p>

**Vocabulary: verse, chorus, pulse, rhythm, pitch, tempo, glockenspiels**

**Lesson Number 5**

**Key learning:** to play an instrument alongside a song, including improvisation

**Concepts:**  
Singing  
Listening  
Composing

**Listen and appraise:**

That's What Friends are For – by Burt Bacharach and Carole Bayer Sager  
About the song tab

**Questions to ask:**

- Does this song tell a story?
- What can you hear?
- How does the music make you feel?
- What did you like about the song?
- What is the tempo of this song?



<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>- I can listen carefully to a song</li> <li>- I can use my body to find the pulse of the song, e.g. tapping knees, clapping</li> <li>- I can sing along with the lyrics of a song</li> <li>- I understand what pitch, pulse, rhythm, tempo mean</li> <li>- I can identify the pitch of a song and sing in a similar pitch</li> <li>- I can sing alongside others</li> <li>- I can use an instrument to tap to the rhythm of the song (glockenspiel)</li> <li>- I can extend a song by improvising to create a rhythm pattern</li> </ul>	<p><b>Suggested resources:</b> Charanga Step 5 – The Friendship Song</p>	<ul style="list-style-type: none"> <li>• What is the pitch of this song?</li> <li>• What is the pulse of this song?</li> <li>• What is the rhythm pattern of this song?</li> <li>• Identify texture in this song</li> </ul> <p><b>Introduction:</b> Warm up games (Challenge 5)</p> <ul style="list-style-type: none"> <li>▪ Find the pulse - follow instructions</li> <li>▪ Copy back activity</li> </ul> <p><b>Direct teaching:</b></p> <ul style="list-style-type: none"> <li>▪ Today we are going to be using instruments to play along with the song</li> <li>▪ A glockenspiel is a tuned instrument</li> <li>▪ What other tuned instruments do you know? (Violins)</li> <li>▪ We are also going to be <b>improvising – create a sequence of sounds</b></li> <li>▪ Pupils can create a short sequence of sounds following on from song</li> </ul> <p><b>Activity:</b> Listen to the song – The Friendship song Use body to tap to the <b>rhythm</b> of the song Start to sing along with verse as a group Start to sing along with chorus as a group</p> <p><b>Play your instruments tab</b> Use glockenspiels to tap along with <b>rhythm</b>.</p> <p>Pupils can improvise creating a rhythm pattern when song has finished. Pupils should consider whether their sequence of sounds includes high or low, fast or slow sounds.</p>
<p><b>Vocabulary: tempo, pulse, rhythm, pitch, texture, glockenspiels , improvise</b></p>		
<p style="text-align: center;"><b>Lesson Number 6</b></p>		

<p><b>Key learning:</b> to perform a song in small groups using voices and tuned instruments</p>	<p><b>Concepts:</b> Singing Listening Composing Musicianship</p>	<p><b>Listen and appraise:</b> You've Got a Friend in Me – by Randy Newman About the song tab</p> <p><b>Questions to ask:</b></p> <ul style="list-style-type: none"> <li>▪ Do you like the song?</li> <li>▪ What can you hear?</li> <li>▪ What is the style of this music?</li> <li>▪ How is the song put together?</li> <li>▪ What is the tempo of this song?</li> <li>▪ What is the pitch of this song?</li> <li>▪ What is the pulse of this song?</li> <li>▪ What is the rhythm pattern of this song?</li> <li>▪ Identify texture in this song</li> </ul>
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>- I can listen carefully to a song</li> <li>- I can use my body to find the pulse of the song, e.g. tapping knees, clapping</li> <li>- I can sing along with the lyrics of a song</li> <li>- I understand what pitch, pulse, rhythm, tempo mean</li> <li>- I can identify the pitch of a song and sing in a similar pitch</li> <li>- I can sing alongside others</li> <li>- I can use an instrument to tap to the rhythm of the song (glockenspiel)</li> <li>- I can extend a song with an improvised sequence of sounds</li> <li>- I can consider the pitch and tempo that I would like to use</li> </ul>	<p><b>Suggested resources:</b> Charanga Step 6 – The Friendship song</p>	<p><b>Introduction:</b> Warm up games (Challenge 6)</p> <ul style="list-style-type: none"> <li>▪ Find the pulse - follow instructions</li> <li>▪ Copy back activity</li> </ul> <p><b>Direct teaching:</b> Today we are going to play the glockenspiels alongside the Friendship song. We are also going to include some improvisation after the song has finished.</p> <p><b>Activity:</b> Listen to the song – the Friendship song Use body to tap to the <b>rhythm</b> of the song Start to sing along with verse as a group Start to sing along with chorus as a group</p> <p><b>Play your instruments the Friendship song tab</b> Use glockenspiels to tap along with <b>rhythm</b> Sing verse and chorus Think about if the improvised sequence of sounds has high/ low sounds, fast/ slow sounds. Small groups to perform to the class. Partner 1 to play glockenspiel, Partner 2 to sing song, and then to swap.</p>
<p><b>Vocabulary: tempo, fast, slow, pulse, rhythm, texture, glockenspiels, tuned percussion</b></p>		