



SUBJECT MEDIUM TERM PLANNING - Music

Year Group: 2

TERM: Summer 1

Theme: Zootime

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
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, dynamics, tempo, timbre

Model Music Curriculum:

Listening

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

Musicianship

Pulse/ Beat

- Walk, move or clap a steady *beat* with others, changing the speed of the beat as the *tempo* of the music changes.
- Use *body percussion*, and *classroom percussion*, to maintain a steady beat.

Pitch

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

Context:

Pupils will continue to perform, listen to and review music during Charanga lessons. They will also learn a new song to perform together as a group. Pupils will be able to evaluate music by saying what they like about a song. Pupils will continue to play the glockenspiel during Charanga lessons, alongside the backing music and others singing within the class. Pupils will learn to play the notes:

Concepts:

- Singing
- Listening
- Performing
- Musicianship

Vocabulary recap:

- 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 – quiet or loud sounds

<p>C, D, E, F and G on the glockenspiel. Pupils will learn the song 'Zootime' which is a reggae song.</p>		<ul style="list-style-type: none"> • Timbre – sound quality of different instruments • Structure – parts of a song
<p>Prior Knowledge: Pupils have previously learned how to play a glockenspiel alongside the backing music of a song and other pupils singing. Pupils have listened to and appraised songs from different genres and have learned about the historical contexts of songs, performers and composers. Pupils have continuously reviewed and demonstrated their understanding of the vocabulary words: pulse, rhythm, pitch, tempo, dynamics, timbre, texture.</p> <p>Pupils have learned in FS2 to sing songs as a group (in Maths, phonics) and during the Nativity performance</p> <ul style="list-style-type: none"> • 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 started to use body percussion, such as tapping their knees, clapping their hands or tapping beats on classroom instruments (percussion, glockenspiels) • Pupils have learned about different musical instruments during the Music in the Round performance in the autumn term. • Pupils have watched live performance (MITR in autumn term). • Pupils have learned the key vocab: singing, voice, listen, rhyme, stop, start, fast, slow, together, rhyme, high, low , tap the beat, instrument, male voice, female voice, instrument • In autumn, pupils have learned to tap along with the pulse of a song, and have learned what pulse means. • In autumn, pupils have recapped the vocabulary: pitch, rhythm, tempo, dynamics • Pupils have learned timbre – instruments and voices have different sound quality 		<p>Future Knowledge:</p> <ul style="list-style-type: none"> • Pupils will continue to learn and sing songs as a group during Charanga lessons • Pupils will listen to a range of music genres and be able to reflect on what they have heard, e.g. identify the tempo, pitch, dynamics. What is the timbre of the song – can you explain the difference between singing and instruments? • Pupils will recap key vocab: rhythm, pitch, pulse, tempo, dynamics, timbre

End points /by the end of this unit pupils will...

- Pupils will be able to use body percussion to keep in time with the pulse of a song
- Pupils will be able to sing songs as a group
- Pupils will be able to keep in time with each other
- Pupils will be able to sing with appropriate volume, alongside others
- Understand the vocabulary: pulse, pitch, rhythm, tempo, dynamics, timbre

Crucial knowledge:

Pupils must have an understanding of the concepts of pulse/ beat, pitch, rhythm, tempo, dynamics, timbre and be able to demonstrate this by singing or playing notes on a glockenspiel. Pupils must be able to maintain a similar pitch and dynamics when singing together as a group. Pupils must be able to maintain a steady pace when clapping with the beat or playing notes on a glockenspiel.

Lesson Number 1

Key learning:

To listen and appraise a song

Concepts:

Singing
Listening
Performing

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

Introduction:

Warm up games (Challenge 1)

- Find the pulse - follow instructions
- Copy back rhythm patterns activity
- Listen to pitch

Direct teaching:

- Listen the song Zootime, recognise the pitch, pulse, tempo, dynamics within this song.

Questions to ask:

- Is the music fast or slow?
- Did the tempo stay the same all the way through?
- Is this song loud, quiet or in between?
- How old is this piece of music?
- Did you hear the different voices or sounds in the song?
- Did all of the instruments or voices play throughout the song?
- What is the style of this music? (Reggae)
- How is the song put together? (Verse, chorus, etc)
- Did you hear a short pattern/ melody that played again? (Riff)
- Is there a catchy section of the song? (Hook)
- Did you hear a solo in this song?
- What did you like about this song?

Activity:

Listen to the song – Zootime – verse 1 and 2

Use body to tap to the beat/ pulse

Start to sing along with verse 1 and 2

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
- I can start to sing along with the lyrics of a song

Suggested resources:

Charanga: Step 1
Zootime

Vocabulary: beat/ pulse, verse, tempo, fast, slow, riff, hook, reggae

Lesson Number 2

Key learning: to listen and appraise songs from the same genre and discuss similarities and differences

Concepts:
Singing
Listening

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

Introduction:

Warm up games (Challenge 2)

- Find the pulse - follow instructions
- Copy back activity

Direct teaching:

- Flexible games (Bronze)
- Copy the animals finding the pulse
- Recap tempo – speed of sounds within a song

Activity:

Listen and appraise:

Kingston Town by UB40

Questions to ask:

<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 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 - I can say what the tempo of a song is 	<p>Suggested resources: Charanga Step 2 – Zootime</p>	<ul style="list-style-type: none"> • Is the music fast or slow? • Did the tempo stay the same all the way through? • Is this song loud, quiet or in between? • Did you hear the different voices or sounds in the song? • Did all of the instruments or voices play throughout the song? • What is the style of this music? (Reggae) • How is the song put together? (Verse, chorus, etc) • Did you hear a short pattern/ melody that played again? (Riff) • Is there a catchy section of the song? (Hook) • Did you hear a solo in this song? • What did you like about this song? • How is this song similar to Zootime? • How is this song different to Zootime? <p>Challenge:</p> <p>Adaptive teaching for SEND: modelling from adults in classroom (e.g. when to tap or clap, etc.)</p>
<p>Vocabulary: verse, tempo, fast, slow, pulse, riff, hook</p>		

Lesson Number 3

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

Concepts:
Singing
Listening

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

Introduction:

Warm up games (Challenge 3)

- Find the pulse - follow instructions
- Copy back activity

Listen and appraise:

Shine by The Beatmasters

Questions to ask:

- Is the music fast or slow?
- Did the tempo stay the same all the way through?
- Is this song loud, quiet or in between?
- Did you hear the different voices or sounds in the song?
- Did all of the instruments or voices play throughout the song?
- What is the style of this music? (Reggae)
- How is the song put together? (Verse, chorus, etc)
- Did you hear a short pattern/ melody that played again? (Riff)
- Is there a catchy section of the song? (Hook)
- Did you hear a solo in this song?
- What did you like about this song?
- How is this song similar to Zootime?
- How is this song different to Zootime?

Direct teaching:

- Today we are going to learn and sing along with the Zootime
- Learn to sing the song tab

Activity:

Learn to sing the song tab

Listen to the song

Use body to tap to the beat/ pulse

Start to sing along with verse as a group

Start to sing along with chorus as a group

Challenge:

Adaptive teaching for SEND: modelling from adults in classroom (e.g. when to tap or clap, etc.)

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 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 sing alongside others

Suggested resources:
Charanga Step 3 – Zootime

Vocabulary: verse, tempo, fast, slow, pulse

Lesson Number 4

Key learning: to use instruments to play along with a song

Concepts:
Singing
Listening
Composing

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

Introduction:

Warm up games (Challenge 4)

- Find the pulse - follow instructions
- Copy back activity

Direct teaching:

- Today we are going to learn and sing along with the Zootime
- Learn to sing the song tab
- Go through glockenspiels – which side has higher pitch/ lower etc.
- How to create longer sounds – hit harder or softer
- How to create louder/ quieter sounds – hit harder or softer

Listen and appraise:

I.G.Y by Steely Dan

Questions to ask:

- Is the music fast or slow?
- Did the tempo stay the same all the way through?
- Is this song loud, quiet or in between?
- Did you hear the different voices or sounds in the song?
- Did all of the instruments or voices play throughout the song?
- What is the style of this music? (Reggae)
- How is the song put together? (Verse, chorus, etc)
- Did you hear a short pattern/ melody that played again? (Riff)
- Is there a catchy section of the song? (Hook)
- Did you hear a solo in this song?
- What did you like about this song?
- How is this song similar to Zootime?
- How is this song different to Zootime?

Activity:

Listen to the song

Use body to tap to the **rhythm** of the 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 mean
- I can identify the pitch of a song and sing in a similar pitch
- I can identify the tempo of a song

Suggested resources:
Charanga Step 4 – Zootime

<ul style="list-style-type: none"> - I can sing alongside others - I can use an instrument to tap to the rhythm of the song 		<p>Start to sing along with verse as a group Start to sing along with chorus as a group</p> <p>Play your instruments tab Use glockenspiels to tap along with rhythm</p> <p>Challenge:</p> <ul style="list-style-type: none"> - Which part is the chorus? <p>Adaptive teaching for SEND: modelling from adults in classroom (e.g. when to tap or clap, etc.)</p>
<p>Vocabulary: verse, chorus, tempo, fast, slow, pulse, rhythm, glockenspiels</p>		

Lesson Number 5		
<p>Key learning: to improvise playing an instrument with a song</p>	<p>Concepts: Singing Listening Composing</p>	<p>Lesson structure: Introduction, direct teaching, activities, key questions</p> <p>Introduction: Warm up games (Challenge 5)</p> <ul style="list-style-type: none"> - Find the pulse - follow instructions - Copy back activity <p>Direct teaching:</p> <ul style="list-style-type: none"> - Today we are going to be using instruments to play along with the song - A glockenspiel is a tuned instrument - What other tuned instruments do you know? (Violins)

<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 understand what pitch, pulse, rhythm, tempo mean - I can identify the pitch of a song and sing in a similar pitch - I can sing alongside others - I can use an instrument to tap to the rhythm of the song (glockenspiel) 	<p>Suggested resources: Charanga Step 5 – Zootime</p>	<p>Listen and appraise: Feel Like Jumping by Marcia Griffiths</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> • Is the music fast or slow? • Did the tempo stay the same all the way through? • Is this song loud, quiet or in between? • Did you hear the different voices or sounds in the song? • Did all of the instruments or voices play throughout the song? • What is the style of this music? (Reggae) • How is the song put together? (Verse, chorus, etc) • Did you hear a short pattern/ melody that played again? (Riff) • Is there a catchy section of the song? (Hook) • Did you hear a solo in this song? • What did you like about this song? • How is this song similar to Zootime? • How is this song different to Zootime? <p>Activity: Listen to the song – Zootime Use body to tap to the rhythm of the song Start to sing along with verse as a group Start to sing along with chorus as a group</p> <p>Play your instruments tab Use glockenspiels to tap along with rhythm</p> <p>Challenge:</p> <ul style="list-style-type: none"> - Which part is the chorus? <p>Adaptive teaching for SEND: modelling from adults in classroom (e.g. when to tap or clap, etc.)</p>
<p>Vocabulary: verse, chorus, tempo, fast, slow, pulse, rhythm, glockenspiels</p>		

Lesson Number 6

<p>Key learning: to perform a song in small groups using our voices and instruments</p>	<p>Concepts: Singing Listening Composing Musicianship</p>	<p>Lesson structure: Introduction, direct teaching, activities, key questions</p> <p>Introduction: Warm up games (Challenge 6)</p> <ul style="list-style-type: none"> - Find the pulse - follow instructions - Copy back activity <p>Direct teaching:</p> <p>Listen and appraise: I can see clearly now by Jimmy Cliff</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> • Is the music fast or slow? • Did the tempo stay the same all the way through? • Is this song loud, quiet or in between? • Did you hear the different voices or sounds in the song? • Did all of the instruments or voices play throughout the song? • What is the style of this music? (Reggae) • How is the song put together? (Verse, chorus, etc) • Did you hear a short pattern/ melody that played again? (Riff) • Is there a catchy section of the song? (Hook) • Did you hear a solo in this song? • What did you like about this song? • How is this song similar to Zootime? • How is this song different to Zootime? <p>Activity: Listen to the song – Zootime Use body to tap to the rhythm of the song Start to sing along with verse as a group Start to sing along with chorus as a group</p> <p>Play your instruments Zootime song tab Use glockenspiels to tap along with rhythm Sing verse and chorus Small groups to perform to the class</p> <p>Challenge:</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 understand what pitch, pulse, rhythm, tempo mean - I can identify the pitch of a song and sing in a similar pitch - I can sing alongside others - I can use an instrument to tap to the rhythm of the song (glockenspiel) - I can sing and play an instrument at the same time 	<p>Suggested resources: Charanga Step 6 – Zootime Unit</p>	

- Which part is the chorus?

Adaptive teaching for SEND: modelling from adults in classroom (e.g. when to tap or clap, etc.)

Vocabulary: verse, chorus, tempo, fast, slow, pulse, rhythm, glockenspiels, tuned percussion