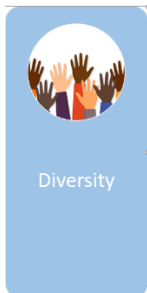




Enriching lives every day; enabling our school community to learn, achieve and flourish through living 'life in all its fullness'



Subject: Music
Year group: 2
Term: Autumn 1
Unit name: Hands, Feet, Heart (Charanga)
Subject Driver: Diversity

| About this unit: | |
|------------------|--|
| Themes | South African Music |
| Facts/info | Afropop, South African |
| Listen | The Click Song sung by Miriam Makeba The Lion Sleeps Tonight sung by Soweto Gospel Choir Bring Him Back by Hugh Masekela You Can Call Me Al by Paul Simon Hlokoloza by Arthur Mafokate |
| Vocabulary | Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question-and-answer, melody, dynamics, tempo. |
| Reflection | What did you like doing best? Singing? Playing? Dancing? Improvising? Composing? Listening? |

| Knowledge/Skills: | |
|--------------------|--|
| Listening | Find the pulse and know that this unit is about being friends. Recognise and name some of the instruments you hear. |
| Musical activities | March in time with the pulse. Be an animal finding the pulse. Know that rhythm is different to the pulse. Copy and clap back rhythms. Clap the rhythm of your name. Recognise that songs sometimes have a question-and-answer section and a chorus. Play instrumental parts accurately and in time as part of the performance. Improvise in the lessons and the performance. Compose a simple melody using simple rhythms, and use as part of the performance. |
| Perform and Share | Reflect on what you like best about your performance, how you feel about it and how you felt during the performance. |





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Big Ideas:

Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.

Recognise and name two instruments they hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals.

Know that rhythm is different to the pulse.

Recognise that songs sometimes have a question-and-answer section and a chorus.

Play accurately and in time.

Improvise in the lessons and the performance.

Compose a simple melody using simple rhythms and use as part of the performance.

Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?

Prior Learning:

Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.

Recognise and name two instruments they hear: Keyboard, drums, bass, a female singer.

Be a pop star finding the pulse.

Use their imagination to find the pulse.

Copy and clap back rhythms.

Clap the rhythm of their name.

Clap the rhythm of their favourite animal.

Clap the rhythm of their favourite colour.

Sing in unison and in two parts.

Play accurately and in time as part of the performance.

Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?

Spiritual Development

Let the message of Christ dwell among you richly as you teach and admonish one another with all wisdom through psalms, hymns, and songs from the Spirit, singing to God with gratitude in your hearts. Colossians 3:16