



Subject: Music
Year group: 2
Term: Autumn 2
Unit name: Ho, Ho, Ho (Charanga)
Subject Driver: Diversity

Knowledge/Skills:	
Listening	Find the pulse. Understand that songs have a musical style. This song has a rap in it – spoken word. Recognise and name some of the instruments/voices: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.
Musical activities	March and find the pulse. Be a rapper and find the pulse. Copy and clap back rhythms. Clap the rhythm of your name. Clap the rhythm of your favourite colour. High and low sounds we add to the pulse and rhythm when we sing/play an instrument. Play instrumental parts. Play accurately and in time. Most will play G, A + B. Sing and rap together and in time. Improvise using words.
Perform and Share	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?

About this unit:	
Themes	Festivals and Christmas
Facts/info	A song with rapping and improvising for Christmas
Listen	Please choose your own song here Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom Song) Suspicious Minds by Elvis Presley (Pop) Sir Duke by Stevie Wonder (Funk) Fly Me To The Moon by Frank Sinatra (Big Band/Jazz)
Vocabulary	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo
Reflection	What did you like doing best? Singing? Playing? Dancing? Improvising? Composing? Listening?





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



Big Ideas:

Understand that songs have a musical style. This song has a rap in it – spoken word.

Recognise and name some of the instruments/voices: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.

March and find the pulse.

Copy and clap back rhythms.

High and low sounds we add to the pulse and rhythm when we sing/play an instrument.

Play instrumental parts accurately and in time. Most will play G, A + B.

Sing and rap together and in time.

Improvise using words.

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, 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?

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