

Music – Year 2 – Spring Term
 West African Call and Response Songs



Links to other subject units this term	
This unit links to our Geography topic 'Sensational Safari' as we learn about Africa and some of its traditions and cultures	
Prior Learning	
The skills required to complete each of these musical activities will build upon those undertaken in Year 1.	
Key vocabulary for this unit	
timbre dynamics tempo call and response rhythm structure	
Learning Sequence	
Going on Safari	<ul style="list-style-type: none"> • To create short sequences of sound • I can vary my animal sounds by changing my: tempo (speed – fast and slow); dynamics (volume – loud and quiet). • I can create different timbre (sounds) from the same instrument. • I can work as a group, using tempo and dynamics when creating a short section of sound that represents an animal.
Rhythmic safari	<ul style="list-style-type: none"> • To copy a short rhythm • I can describe my ideas about a piece of music. • I can accurately copy a rhythm by clapping. • I can clap a rhythm in time with the music.
Call and Response	<ul style="list-style-type: none"> • To learn a traditional song from Ghana • I can explain what call and response means in music.

	<ul style="list-style-type: none"> • I can sing along in time to the response parts of the 'Che Che Kule' song. • I can perform a call and response song with actions.
Rhythmic Response	<ul style="list-style-type: none"> • To create rhythms based on call and response • I can work with my partner to think of a question (call) and a short answer (response) about animals. • I can play my call (question) and response (answer) using a simple rhythm on an untuned percussion instrument. • I can work with my group to choose a structure for our rhythms. • I can record this structure in the right order.
The Safari Event	<ul style="list-style-type: none"> • Add dynamics (volume) to a structure of rhythms • I can play my composition using a simple rhythm on an untuned percussion instrument. • My group can improve our song by changing the dynamics (the volume). • I can perform my call and response rhythm. • I can give feedback to my classmates about their performances.
Assessment milestones	
<ul style="list-style-type: none"> • To use tempo, dynamics and timbre changes when creating and performing their own instrumental composition. (A / C / E) • To successfully sing back the melody line in time and at the correct pitch. (A / E) • To play either a call and/or response role in time with another pupil. (A / E) • To identify a few instruments and the sounds of different sections of the orchestra. (B / D / E) • To describe what is happening in the music using both emotional and disciplinary language. (B / D / E) 	

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Links to other subject units this term	
This is a stand-alone unit	
Prior Learning	
The skills required to complete each of these musical activities will build upon those undertaken in Year 1.	
Key vocabulary for this unit	
orchestra instruments strings woodwind brass percussion vocals sound effect timbre dynamics tempo	
Learning Sequence	
The Three Bears	<ul style="list-style-type: none"> • To listen to and analyse an orchestral version of a traditional story • I know that an orchestra is a group of musicians who play instruments together • I can name the four sections or families of the orchestra: strings, woodwind, brass and percussion • I know that each section has a number of different instruments • I am beginning to identify specific musical instruments I can hear when listening to a piece of music
The Snow Queen	<ul style="list-style-type: none"> • To listen to and analyse a film musical version of a traditional story

	<ul style="list-style-type: none"> • I can explain how music is used to support the story • I can use musical and instrumental vocabulary to describe a piece of music • I can recognise different orchestral instruments
Little Red Riding Hood	<ul style="list-style-type: none"> • To select appropriate sounds to match events, characters and feelings in a story • I can select appropriate timbres to represent characters • I can select appropriate tempo changes to represent actions • I can select appropriate dynamics to represent emotions
Jack and the Beanstalk	<ul style="list-style-type: none"> • To select appropriate musical sounds to accompany a play script • I can suggest suitable musical sounds to go with a script
Super Storytellers	<ul style="list-style-type: none"> • To perform a script with accompanying music • I can perform confidently • I can work as part of a group to perform a story • I can add the right music to my story at the right time
Assessment milestones	
<ul style="list-style-type: none"> • Make plausible descriptions of the music. • Identify a few instruments and the sounds of different sections of the orchestra. • Explain what is happening in the music using language relating to emotion. • Create a piece of music with some appropriate tempo, dynamic and timbre changes. • Suggest appropriate musical timbres for each of the characters and tempo changes for the actions. • Perform confidently using appropriate instrumental sounds. 	