




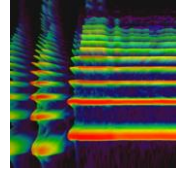


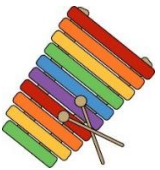




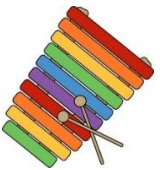





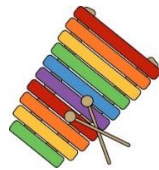



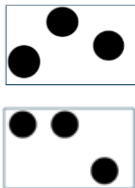




South Gosforth First School – Year 2 Music – Long-Term Planning

Term	Autumn		Spring		Summer	
	1	2	1	2	1	2
Music Topic	<p>'Hands, feet, heart' (Charanga)</p> 	<p>Glockenspiel 1 (Charanga)</p> 	<p>Djembe 2 – dun-dun ta – Senegal</p> 	<p>Ukulele 1</p> 	<p>'Friendship song' (Charanga)</p> 	<p>Composition – Chrome Music Lab</p> 
Music Curriculum areas	<p>Singing & Chanting</p>  <p>Listening, Expressing Ideas & Performance</p> 	<p>Playing tuned instruments</p>  <p>Listening, Expressing Ideas & Performance</p> 	<p>Playing untuned instruments</p>  <p>Musical notation</p>  <p>Listening, Expressing Ideas & Performance</p> 	<p>Playing tuned instruments</p>  <p>Musical notation</p>  <p>Listening, Expressing Ideas & Performance</p> 	<p>Singing & Chanting</p>  <p>Listening, Expressing Ideas & Performance</p>  <p>Playing untuned instruments</p>  <p>Playing tuned instruments</p> 	<p>Composition</p>  <p>Musical notation</p>  <p>Listening, Expressing Ideas & Performance</p> 
National Curriculum areas covered	<ul style="list-style-type: none"> - Sing simple songs, chants and rhymes, responding to simple visual directions. - Begin with simple songs with a small range of notes. - Sing a wider range of call and response songs to control the vocal pitch and match the pitch they hear. 	<ul style="list-style-type: none"> - Sing simple songs, chants and rhymes, responding to simple visual directions. - Walk, move or clap a steady beat – changing as the tempo of the music changes - Use body percussion and untuned percussion to play a steady beat and repeated rhythmic patterns (ostinato) - Respond to pulse in recorded and live music through movement and dance. 	<ul style="list-style-type: none"> - Play copycat rhythms played by the leader. - Create rhythms using word phrases as a starting point. - Read and respond to rhythm patterns. - Chant rhythmic patterns - Understand the difference between left and right and move in response to music. - Begin to group beats in 2s and 3s - Work with a partner to improvise simple question and answer phrases. 	<ul style="list-style-type: none"> - Sing songs with a range of C-G with increasing vocal control. - Sing a wider range of call and response songs to control the vocal pitch and match the pitch they hear. - Understand the meaning of dynamics and respond musically to the leaders directions e.g. getting louder/quieter etc. - Play an instrument – whole class tuition 	<ul style="list-style-type: none"> - Sing songs with a range of C-G with increasing vocal control. - Begin with simple songs with a small range of notes. - Sing a wider range of call and response songs to control the vocal pitch and match the pitch they hear. - Understand the meaning of dynamics and respond musically to the leaders directions e.g. getting louder/quieter etc. 	<ul style="list-style-type: none"> - Identify beat groupings in pieces they are familiar with. - Use graphic symbols, dots and notation and stick notation, as appropriate, to keep a record of composed pieces. - Create music in a response to a non-musical stimulus. - Use music technology to capture, change and combine sounds.

		<ul style="list-style-type: none"> - Invent retain and recall rhythmic patterns - Create music effects and short sequences in response to stimuli 	<ul style="list-style-type: none"> - Use graphic symbols, dots and notation and stick notation, as appropriate, to keep a record of composed pieces. - Play an instrument - whole class tuition 		<ul style="list-style-type: none"> - Play singing games based on the cuckoo interval. - Sing short phrases independently. 	
listening / singing suggestions	Hands,feet, heart – <i>Joanna Mangona</i> The click song – <i>Miriam Makeba</i> Mbube – <i>Soweto Gospel Character</i> Bring him back home (Nelson Mandela) – <i>Hugh Masekela</i> You can call me Al – <i>Paul Simon</i> Hlokoloza – <i>Arthur Mofokate</i>	Pink Panther - Henry Mancini Bolero - Ravel Baris – <i>Gong</i> Kebyar of Peliatan – trad. Indonesian.	Unity Drum - <i>Ensemble in Cape Coast, Ghana</i> Akwaaba - <i>Traditional African Drum and Dance Ensemble</i> He lives in you – from <i>Lion King 2</i> Night Ferry – <i>Anna Clyne</i>	With a little help from my friends – The Beatles Hound Dog – Elvis Presley	Friendship Song - <i>Joanna Mangona and Pete Readman</i> Count on me – <i>Bruno Mars</i> We go together – (from <i>Grease</i>) <i>Jim Jacobs and Warren Casey</i> You give a little love – (from <i>Bugsy Malone</i>) <i>Paul Williams</i> That’s what friends are for - <i>Gladys Knight, Stevie Wonder, Dionne Warwick and Elton John</i> You’ve got a friend in me – <i>Randy Newman</i>	Mission Impossible - Lalo Schiffrin The Incredits - Michael Giacchino Norwegian Wood – <i>The Beatles</i> Pineapple head – <i>Crowded house</i>
Broken down objectives and suggested content	<p>Lesson exploring South African music – what do the children think of as African music? Could/should link it to djembes.</p> <p>Listening and appraising at the start of each lesson using suggested questions supplemented with teachers own questions.</p> <p>Warm-ups and rhythm games to build concentration and accuracy within the lesson. Bronze Silver and Gold challenges to text the children’s accuracy. Teacher to use the tempo controller to increase and decrease the speed to change the challenge.</p>	<p>Note that this glockenspiel unit is in the year 3 section.</p> <p>Teach the children what the stave is. – labelling the clef and writing down the mnemonic. EGBDF FACE bottom to top</p> <p>Read and play simple phrases. – playing simple tunes in unison counted in each time.</p> <p>Perform short instrumental pieces – charanga has a progressive program of pieces to learn and use to improvise.</p> <p>Teach the children how to define rhythm and give examples of how it changes the music.</p>	<p>Discuss sounds and recap rhythm from last year – ton-beh from Burkina Faso</p> <p>Learn new rhythm from Senegal - dun-dun ta</p> <p>Have the children concentrate on accurately copying the leaders hand pattern to clearly understand the difference between left and right.</p> <p>Start to add different instruments to create more texture first in unison then progressing to two or more parts.</p> <p>Play rhythmic games where the children listen and respond then have to play a</p>	<p>Learn how to tune the ukulele as the starting point in the sessions.</p> <p>Learn how to play C,F,G and Am chords.</p> <p>Start to sing simple songs accompanied by the ukuleles – progress to seeing if some of the children can play and sing at the same time.</p> <p>Start to use different strumming patterns.</p> <p>Leader to play a rhythmic pattern and see if the children can strum it back.</p>	<p>Lesson Discussing what friendship means to them. Then start to learn the song.</p> <p>Listening and appraising at the start of each lesson using suggested questions supplemented with teachers own questions.</p> <p>Warm-ups and rhythm games to build concentration and accuracy within the lesson. Bronze Silver and Gold challenges to text the children’s accuracy. Teacher to use the tempo controller to increase and decrease the speed to change the challenge.</p>	<p>Use chrome music lab and look again at the beat creating software- compare the time groupings with pieces of music they know. First explore 4 then 3 then 5 and 6.</p> <p>Use Kandinsky to explore using shape and space to create music what happens when the lines are higher, what if the draw a triangle what if there are two side by side.</p> <p>Explore the spectrometer to both create and record sound to see what it looks like.</p> <p>Use the voice spinner to create a variety of effects particularly exploring</p>

	<p>Learn to sing "Rhythm in the way we walk" throughout the first 3 lessons</p> <p>Learn to sing "The Banana Rap" is lessons 4-6</p>	<p>Tie into the idea of short and long sounds.</p> <p>Play in two parts – split the class in half and start to add some untuned percussion marking the pulse. To extend the children you could change the sounds/ technique they are using e.g. alternate between playing the middle of the drum and the edge.</p> <p>Get the children to respond to visual stimulus using a small range of pitches. E.g.</p>  <p>Chime bar lesson – given a small range of pitches C-G Can children echo a simple melody they hear – they can then improvise one and see if a patterner can copy it.</p>	<p>rhythmic phrase and have the ensemble respond.</p> <p>Define the difference between rhythmic and arrhythmic playing.</p>		<p>Progress to using instruments to accompany the song – could use ukuleles or percussion to accompany the song.</p>	<p>how unnerving something can sound when played backwards.</p> <p>Give children a choice of apps to compose a short piece in response to a stimulus e.g. a picture of a haunted castle.</p>
<p>Prior Learning & Understanding – 'Why here, why now?'</p>	<p>The children have learned 'Rhythm in the way we walk' and 'Your Imagination' - this unit takes the same shape but also has a specific world music context to be explored.</p>	<p>Throughout year 1 we have learned to play untuned percussion with a degree of accuracy in year they will now progress to mallet percussion – making the difference between hand percussion and mallet percussion clear.</p>	<p>We have learnt a rhythm on djembe in year 1 – where they focussed mainly on playing in unison they will now progress to playing in parts and including a wider range of instruments.</p>	<p>The children have been developing their independence through playing tuned and untuned percussion. They will now learn a new stringed instrument. Using both hands.</p>	<p>Throughout KS1 the children have built up a repertoire of songs that they can sing and they will also use this module to understand how music can be used to capture an important feeling or value – friendship.</p>	<p>In year 1, the children composed some simple melodies and rhythms using chrome music lab. They will now use the spectrum tool to visualise music as well as the song creation tool to start to make chords and add rhythm to a composition.</p>
<p>Key Vocabulary</p>	<p>verse introduction outro pulse/beat rhythm posture relaxation</p>	<p>rhythm pitch high/low ascending descending improvise melody harmony</p>	<p>djembe Senegal bass tone middle edge call and response dynamics posture relaxation improvisation echo</p>	<p>strum chord C chord F chord G chord Am chord tuning rhythmic pattern</p>	<p>resonator pitch high low length resonator melody chord</p>	<p>rhythm melody compose elements beat ascending descending chord single note harmony</p>
<p>Resources Needed</p>		<p>glockenspiels chime bars</p>	<p>djembes, banana bell, guiro, caxixi</p>	<p>ukuleles</p>		<p>laptops</p>
<p>Enhancements, Enrichment & 'Hooks'</p>						

Pupil Outcomes	<ul style="list-style-type: none"> - 2 learned songs which can be recapped later in the year. - Understanding of verses as a musical structure and that an introduction and outro can complete the song. - Improved accuracy and pitch when singing 	<ul style="list-style-type: none"> - simple percussive skills and accuracy improved throughout the module 	<ul style="list-style-type: none"> - Children will learn a new rhythm - Children will improve to have control over three different sounds bass, tone and slap. 	<ul style="list-style-type: none"> - 4 chords C,F,G, Am - Several more songs in their repertoire. - Several different strumming patterns - Increased accuracy in listening to and repeating rhythms. 	<p>A new learned song which the children can both sing and accompany on a variety of instruments.</p>	<p>Composed melodic phrases A rhythmic phrase Children will begin to explore how different elements of music can interact with each other to create texture.</p>
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