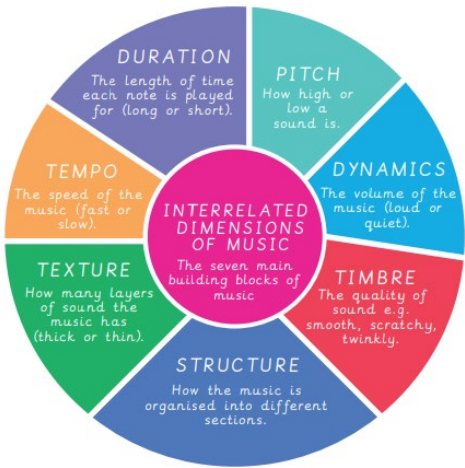


Year 2 Unit 1 – Animals

Prior knowledge:



In time – Clapping, dancing, singing or marching at the same speed as the music.

Dynamics can be used to represent how close by or far away something is.

Declarative knowledge:

- Call and response is like a question and answer in music. It appears in lots of music from around the world for example gospel, blues and hip hop.
- In call and response, when the leader sings or plays a part, others sing or play it back.
- Notation is how music is written down.
- Tuned percussion is instruments that can play notes of different pitches, making higher and lower sounds.
- Untuned percussion is instruments played by shaking, tapping or scraping with your hand or a beater.
- A rhythm is a pattern of long and short sounds.

Theoretical knowledge (Interrelated dimensions):

Dynamics → To know that dynamics can change the effect the sound has on the audience.

Duration → To know that the long and short sounds of a spoken phrase can be represented by a rhythm.

Tempo → To understand that the tempo of a musical phrase can be changed to achieve a different effect.

Timbre → To know that an instrument can be matched to an animal noise based on its timbre.

Practical knowledge:

- Percussion instruments (Lesson 1) <https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/animals-2/lesson-1-going-on-safari/>
- Rhythmic safari (Lesson 2) <https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/animals-2/lesson-2-rhythmic-safari/>
- The safari call (Lesson 3) <https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/animals-2/lesson-3-call-and-response/>
- The safari response/ Call and response (Lesson 4) <https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/animals-2/lesson-4-rhythmic-response/>
- The safari event (Lesson 5) <https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/animals-2/lesson-5-the-safari-event/>

Disciplinary knowledge:

Listening

- Musicians recognise timbre changes in music they listen to.
- Musicians recognise structural features of the music they listen to.
- Musicians listen to and recognise instrumentation.
- Musicians begin to use musical vocabulary to describe music.
- Musicians listen to and repeat simple, short melody by ear.
- Musicians suggest improvements to their own and others’ work.

Composing

- Musicians select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- Musicians choose appropriate dynamics, tempo and timbre for a piece of music.
- Musicians use letter name and graphic notation to represent details of their composition.
- Musicians begin to suggest improvements to their own work.

Performing

- Musicians use their voices expressively when singing, including the use of basic dynamics.
- Musicians sing short songs from memory, with melodic and rhythmic accuracy.
- Musicians copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.
- Musicians perform expressively using dynamics and timbre to alter sounds as appropriate.

LF: Call and response

Key questions:

- What is call and response?
- What is the difference between tuned and untuned percussion?
- What is a rhythm?
- How is a call and response song structured?

Equipment:

Tuned and untuned percussion.

Application of knowledge:

- Use tempo, dynamics and timbre in their place.
- Play in time with their group.
- Use instruments appropriately.
- Successfully sing back the melody line in time and at the correct pitch.
- Play either a call and/or response role in time with another pupil.
- Perform their composition.

Outcome:

Create call and response rhythms.