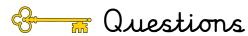


Our Learning Keys Hands, Feet, Heart (Afro Pop)



Year 2

Autumn



- What is Afro Pop?
- Where is South Africa?
- Do you know any other pieces of music or songs that sound similar?
- What instruments are being used in this piece?





Listen & Appraise: Let Your Spirits Fly (R'n'B)

- ► Know an increasing variety of songs from memory and who sang/ wrote them.
- ⊶ To know the style of a variety of songs.
- ➡ To be able to talk about the: lyrics, dimensions, main sections and the instruments used in a song.
- -To think about what the words in a song mean.
- ⊶ To confidently identify and move to a pulse.
- To be able to discuss how a song makes them feel

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 To be able to discuss how a song makes them feel
- Listen carefully and respectfully to the opinions of others.

- ► Know that singing in a group is called a choir and they follow a leader or conductor.
- Know why we need to warm up our voices.
- ► Know the importance of listening to others when singing in an ensemble.
- Be able to sing solo, in unison and in simple two-parts.
- □ To demonstrate good singing posture.
- □ To follow a leader when singing.
- To sing with an awareness of being 'in tune'.
- To have an awareness of the pulse internally when singing.
- Play any one, or all of four, differentiated parts on a tuned instrument a one-note, simple or medium part or the melody of the song) from memory or using notation.
- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.

Improvise, Compose and Perform

- ► Be able to improvise in the context of the song they are learning to perform.
- ► Create at least one simple melody using one, three or five notes.
- Plan and create a section of music that can be performed within the context of the unit song and record the composition in an appropriate way
- ⊶ Talk about how it was created and listen and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- ➡ To know and be able to talk about different ways of recording compositions (e.g. letter names, symbols or audio).
- ► Listen to a recording of their performance and self-evaluate e.g. what went well and what would they change next time.



Vocabulary

Answer - respond to questions

Audience - spectators or listeners to a performance bass - an instrument or voice that is lowest in pitch brass - an instrument that produces sound using the vibration of the players lips as he/she blows into the compose - to write or create a piece of music composer - a person who writes music conductor - a person who leads and instructs an orchestra drums - a percussion instrument that is beaten duration - how long or short a note is dynamics - the volume of a sound or note electric guitar - a type of guitar improvise - making up your own tunes on the spot keyboard - a set of keys on a piano or similar instrument

melody - a combination of pitch and rhythm, a tune

notation - symbols and notes which represent music orchestra - a group of instrumentalists combining string, woodwind, brass and percussion instruments percussion - instruments played by shaking or hitting pitch- the degree of highness or lowness of a tone pulse- steady beat, like your heartbeat rhythm - a pattern of long and short sounds as you move through a song

rock - a type of music usually based around electric bass, drums and guitars

structure - different sections in music eg verse or chorus tempo - the speed at which a piece of music is played texture - layers/combinations of sound in a composition timbre - different types of sound produced

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Links

- Geography Where is South Africa? What is life like there?
- Literacy –Lyric Writing
- ⊶ Maths –Rhythms Counting
- → PSHE understanding of different cultures
- History African history

Doors this will open...

Explorer

Ethnomusicologist

Song Writer



Music Teacher

Vocalist

Lvricist

Composer

Previously

Repeat, Review, Rewind

Hands, Feet, Heart

Now

Ho. Ho. Ho

Next