



Our Learning Keys

Hands, Feet, Heart (Afro Pop)

Music

Year 2

Autumn 1

Questions

- Who is Joanne Mongona?
- 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?

Images



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

Skills

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.
- Listen carefully and respectfully to the opinions of others.

Performing

- 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

Previously

Repeat, Review, Rewind

Now

Hands, Feet, Heart

Next

Ho, Ho, Ho

Doors this will open...

Explorer

Ethnomusicologist

Song Writer

Music Teacher

Vocalist

Lyricist

Composer