








Caroline Haslett Primary School - Music

Unit 1 Music Style: Afropop	Year 2	Hands, feet, heart
<p>Knowledge – What I will know at the end of the unit.</p> <p>Sing: Know why we need to warm up our voices.</p> <p>Play: Know the name of some un-tuned percussion instruments.</p> <p>Improvise: Know that improvising is making up your own tune on the spot.</p> <p>Compose: Know that composing is like writing a story with music.</p> <p>Perform: Know that performance is sharing music with others.</p> <div style="text-align: center;">  </div>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Audience – the people who listen to a performance. • Bass Guitar <div style="text-align: center;">  </div> • Composing – creating and developing musical ideas and ‘fixing’ them. • Drums <div style="text-align: center;">  </div> • Dynamics – how loudly or quietly the music is being played. • Electric Guitar <div style="text-align: center;">  </div> • Improvise – to make up a tune and play it on the spot. There is an assumption that it can never be recreated. • Keyboard <div style="text-align: center;">  </div> • Performing – singing and playing instruments for others to hear. • Pitch – a musical dimension that describes the range of high and low sounds. • Pulse/beat – the heartbeat or steady beat of a song/piece of music. • Rhythm – a musical dimension that describes the combination of long and short sounds to make patterns. • Saxophone <div style="text-align: center;">  </div> • Tempo – describes how fast or slowly the music is played. • Trumpet <div style="text-align: center;">  </div> 	
<p>Activities</p> <ul style="list-style-type: none"> • Find the pulse! <ul style="list-style-type: none"> ○ What animal can you be finding the pulse? • Clapping Rhythms <ul style="list-style-type: none"> ○ Copy and clap back rhythms ○ Clap the rhythm of your name ○ Make up your own rhythm • Singing <ul style="list-style-type: none"> ○ Sing Hands, Feet, Heart in groups • Play instruments <ul style="list-style-type: none"> ○ Use up to three notes – G or G, A + C. • Improvise <ul style="list-style-type: none"> ○ Using the notes C + D • Compose <ul style="list-style-type: none"> ○ A simple melody using simple rhythms, choosing from the notes C + D or C, D + E. • Perform <ul style="list-style-type: none"> ○ Class performance of Hands, Feet, Heart 		

Skills

- **Sing:** Find a comfortable singing position.
- **Play:** Treat instruments carefully and with respect.
- **Improvise:** Listen and clap back an answer
- **Compose:** Create a simple melody using one note.
- **Perform:** Sing a song from memory.

Through the year, knowledge and skills are built on and practised to consolidate and improve.