

# ACET Junior Academies'

Scheme of Work for music

Year 2 Unit 3.2: Kenya



**unit:**

Work links to the Geography unit of work 'Where do people go on holiday?' focusing on Kenya. Pupils will take their inspiration from how to create sound to represent three contrasting aspects of the country: The National Reserve of Masai Mara, the city markets. Through images and discussion, children will develop an idea of what each of these places would sound like and create their own soundscapes using musical instruments, producing a musical composition which they will perform in an ensemble.

**Structure**

Structured around six sequential music enquiries:

- How does Kenyan music sound like?
- How to create a soundscape of the Masai Mara?
- How does Nairobi city sound like?
- How to structure a soundscape?
- How to create a musical journey through Kenya?

**National Curriculum objectives:**

- Listen with concentration and understanding to high-quality live and recorded music.
- Experiment with, create, select and combine the inter-related dimensions of music.
- Use their voices expressively and creatively in songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.

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## Links to previous and future National Curriculum units/objectives

### Unit

Y2 Orchestral Instruments HT 2.1

### KS2

- Listen with increasing discrimination to a wide range of music from great composers and musicians.
- Improve and compose music for a range of purposes, exploring the inter-related dimensions of music.
- Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including the use of tonalities, different types of scales and other musical devices.
- Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.

## Enquiry 1: What does Kenyan music sound like?

Previous	Knowledge and second order concepts	Musical skills:	Assessment criteria:	Current
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<p>now</p> <p>me of</p> <p>d</p> <p>music;</p> <p>s, pitch,</p> <p>raphic</p> <p>en will</p> <p>ne</p> <p>earn</p> <p>nts of</p> <p>nd how</p> <p>ments</p> <p>ices to</p> <p>ers,</p> <p>tions.</p>	<p><b>Substantive knowledge:</b> (What the children should know.)</p> <p>How to sing a Kenyan folk song accurately, considering lyrics and actions.</p> <p>How to create a Kenyan soundscape using percussion instruments thinking about 'sounds of Kenya'.</p> <p>How to listen and appraise a piece of music, describing the sounds using appropriate musical vocabulary.</p> <p><b>Second order concepts:</b> (What students should understand)</p> <p>Description</p>	<ul style="list-style-type: none"> <li>• Singing, playing and following direction.</li> <li>• Appraising music using appropriate musical vocabulary.</li> </ul>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>• Sing a song confidently?</li> <li>• Create a musical soundscape?</li> <li>• Use musical vocabulary to describe the music they hear?</li> </ul>	<p>Hor</p> <p>Ver</p>
<p><b>Activities:</b></p>		<p><b>Key concepts:</b></p>		
<p>start by learning the song 'Jambo, Jambo Bwana'. When secure, as shown 'Jambo, Jambo Bwana' with 'Jambo' - waving and - thumbs up.</p> <p>should look at the 'Images of Kenya' PowerPoint, explain that few sessions they are going to be singing and listening to music ya and making their own music about the country (soundscape).</p> <p>the images children should discuss:</p> <p>nd of sounds might we hear?</p> <p>ould you copy that sound with your voice or body?</p>		<p><b>Resources:</b></p> <p><b>Use safeyoutube.net</b></p> <p>'Jambo, Jambo Bwana': <a href="https://safeyoutube.net/w/aiwF">https://safeyoutube.net/w/aiwF</a></p> <p>'Jambo, Jambo Bwana' Lyric sheet/translation.</p> <p>Images of Kenya PowerPoint.</p> <p>Tuned and untuned percussion instruments.</p>	<p><b>Useful links:</b></p> <p><b>Use safeyoutube.net</b></p> <p>'Jambo, Jambo Bwana': <a href="https://safeyoutube.net/w/G">https://safeyoutube.net/w/G</a></p> <p>Classical music in Kenya: <a href="https://safeyoutube.net/w/u">https://safeyoutube.net/w/u</a></p>	

<p>Could you copy it with an instrument?</p> <p>Sounds do the different instruments make?</p> <p>Should experiment with the instruments: What instruments to represent the sounds they are thinking of?</p> <p>Children should sit in a circle; allocate instruments, vocal or body percussion in the activity above. Remind children that they have to wait for their cue (by pointing at them) before playing. When the class is responding to your cue, try pointing at two groups at a time to create a layered effect. (See the <i>Teacher Video: Seaside Soundscape</i> from the <i>Seaside</i> topic for support).</p> <p>Children could name the inter-related dimensions of music that they are thinking of.</p> <p>Children should listen to the 'Kora Concerto' by Tunde Jegede music (watching): What instruments can they hear? Using musical vocabulary encourage the children to describe what they hear.</p>	<p>Tunde Jegede - 'Kora Concerto' video:  <a href="https://safeyoutube.net/w/YKwE">https://safeyoutube.net/w/YKwE</a></p> <p>Tips sheet - Musical vocabulary</p>	
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## Enquiry 2: How to create a soundscape of the Masai Mara?

Previous learning	Knowledge and second order concepts	Musical skills:	Assessment criteria:	Curriculum links
<p>Children have knowledge of singing and Kenyan folk songs and how to create a soundscape using percussion instruments thinking about 'sounds of Masai Mara'.</p> <p>Children are able to listen and appraise a piece of music, describing the sounds using appropriate musical vocabulary.</p>	<p><b>Substantive knowledge:</b>  <i>(What the children should know.)</i>            How to sing a Kenyan folk song accurately and confidently, considering lyrics and actions.            How to create a Kenyan soundscape using percussion instruments thinking about 'sounds of Masai Mara'.            How to listen and appraise a piece of music, describing the sounds using appropriate musical vocabulary.</p>	<ul style="list-style-type: none"> <li>• Singing accurately and confidently.</li> <li>• Experiment with multiple ways of making sounds.</li> </ul>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>• Sing confidently?</li> <li>• Create a musical soundscape by finding multiple ways to create sounds?</li> </ul>	<p>Horizontal Vertical</p>

<p>a and in a king with</p>	<p>How to compare pieces of music.</p> <p><b>Second order concepts:</b> (What students should understand)</p> <p>Appraising Listening Interpretation Collaboration Comparing</p>	<p><b>Key concepts:</b></p> <p>Sing and play Kenyan folk song Soundscape Instruments Listening and appraising Musical vocabulary Inter-related dimensions of music</p>	<ul style="list-style-type: none"> <li>Follow direction to make their sound at the right time?</li> <li>Use musical vocabulary to appraise the music they listen to?</li> </ul>
<p><b>Activities:</b></p> <p>Children could learn and perform the African folk song 'Zimbole' videos and see lyric sheet. See musical skills sheet for KS1</p> <p>Should discuss: Where do you think this song is traditionally sounds might you here in the Kenyan National Reserve children could listen to the sounds of the Masai Mara video to be a list on the board of all the sounds.</p> <p>From this, put the children into groups. Give them one of the list: Can you find lots of different ways to perform it? (vocal, body percussion, with classroom object e.g. pencils, rulers. share their ideas with the rest of the class. Choose the most made in the soundscape. Children should create a soundscape with them: What dimensions in music could we add to our make it more interesting?</p> <p>Did any children lead the soundscape performance? Can they name dimensions of music?</p> <p>Should listen to the beginning of Vaughan Williams - 'The Lark' (explain that this is a representation of a morning in the British (not tell them the name of the piece): What do you think you music? What do you think it's about? Then reveal the name and</p>	<p><b>Resources:</b></p> <p>Use <a href="https://safeyoutube.net">safeyoutube.net</a></p> <p>'Zimbole' African folk song: <a href="https://safeyoutube.net/w/yoyE">https://safeyoutube.net/w/yoyE</a></p> <p>'Zimbole' African folk song video: <a href="https://safeyoutube.net/w/fpyE">https://safeyoutube.net/w/fpyE</a></p> <p>Zimbole lyric sheet</p> <p>Tuned and untuned instruments.</p> <p>Musical skills sheet - KS1 singing.</p> <p>Sounds of the Masai Mara in Kenya: <a href="https://safeyoutube.net/w/zmyE">https://safeyoutube.net/w/zmyE</a></p> <p>The British countryside sounds:</p>	<p><b>Useful links:</b></p> <p>Use <a href="https://safeyoutube.net">safeyoutube.net</a></p> <p>'Feel the sounds of Kenya': <a href="https://safeyoutube.net/w/z3">https://safeyoutube.net/w/z3</a></p> <p>'Trip of a lifetime' - Kenya: <a href="https://safeyoutube.net/w/34yE">https://safeyoutube.net/w/34yE</a></p>	

How are the sounds of the English countryside in the morning different from the Kenyan countryside?

<https://safeyoutube.net/w/BNYd>

Vaughan Williams - 'The Lark Ascending':

<https://safeyoutube.net/w/HNYd>

### Enquiry 3: What does Nairobi city sound like?

Previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>Children have knowledge and skills to create music, and create a sound.</p>	<p><b>Substantive knowledge:</b> (What the children should know.) How to sing a Kenyan folk song accurately and confidently, considering lyrics and actions. How to create a Kenyan soundscape using percussion instruments thinking about 'sounds of Nairobi city'. How to listen and appraise a piece of music, describing the sounds using appropriate musical vocabulary. How to compare pieces of music.</p> <p><b>Second order concepts:</b> (What the children should understand) Appraising Listening Interpretation Collaboration Comparing</p>	<p><b>Musical skills:</b></p> <ul style="list-style-type: none"> <li>• Singing accurately and confidently.</li> <li>• Experiment with multiples ways of making sounds.</li> </ul> <p><b>Key concepts:</b> Sing and play Kenyan folk song Soundscape Instruments Listening and appraising Musical vocabulary Inter-related dimensions of music</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>• Sing accurately and confidently?</li> <li>• Create a musical soundscape by finding multiple ways to create sounds?</li> <li>• Follow direction to make their sound at the right time?</li> <li>• Use musical vocabulary to appraise the music they listen to?</li> </ul>	<p>How do we know? What evidence do we have?</p>

Activities:	Resources:	Useful links:
<p>could listen to the Luo traditional song 'Apoda': What do they think they hear? How is it different to the other songs they have learnt? (Examples of repetition, simple lyrics and rhythm, more melodic)</p> <p>could listen to the sounds of Nairobi city: What sounds did you hear? What do you think made these sounds? Show the children the sounds of Nairobi: What sounds do you think you will be able to hear? List them.</p> <p>ask the children to pick one of the sounds written on the board and find different ways as they can to perform it, eg: vocal, instrumental, body percussion, using classroom objects. Share their ideas with the class and pick one to include in a class soundscape. As previously, create a soundscape, pointing at each group in turn and then combining the groups to create a final effect.</p> <p>ask the children to add some inter-related dimensions of music to their soundscape. What is interesting?</p> <p>ask the children to perform their suggestions.</p> <p>ask the children to listen to a short section from Eric Coates 'The London Suite'. What do you hear? Does it sound like a busy city? Does it sound the way you think Nairobi would? What is the difference? Use musical notation to describe the music.</p>	<p><b>Use safeyoutube.net</b></p> <p>Luo traditional song - 'Apopda' - a song of jubilation:  <a href="https://safeyoutube.net/w/HByFE">https://safeyoutube.net/w/HByFE</a></p> <p>Sounds of the city:  <a href="https://safeyoutube.net/w/AI3FE">https://safeyoutube.net/w/AI3FE</a></p> <p>City images PowerPoint  Tuned and untuned instruments.</p> <p>Eric Coates 'The London Suite':  <a href="https://safeyoutube.net/w/dOYd">https://safeyoutube.net/w/dOYd</a></p>	<p><b>Use safeyoutube.net</b></p> <p>Examples of Kenyan traditional music:  <a href="https://safeyoutube.net/w/t6">https://safeyoutube.net/w/t6</a></p> <p>Information about the Luo people:  <a href="https://www.britannica.com/topic/Luo-people">https://www.britannica.com/topic/Luo-people</a></p> <p><a href="https://www.everyculture.com/Mali/Luo.html">https://www.everyculture.com/Mali/Luo.html</a></p>

## Enquiry 4: How to structure a soundscape?

Previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Key concepts
<p>have knowledge create pieces, and create a</p>	<p><b>Substantive knowledge:</b>  <i>(What the children should know.)</i>            How to use voices, body percussion and instruments to represent environmental sounds.            How to put the sounds together to create a soundscape.            How to give the soundscape a structure - beginning, middle and end.            How to work collaboratively to produce a piece of music.            Use musical vocabulary to describe the music.</p> <p><b>Second order concepts:</b>  <i>(What the children should understand)</i>            Representation            Interpretation            Rehearsal            Performance            Collaboration</p>	<p><b>Musical skills:</b></p> <ul style="list-style-type: none"> <li>• Experiment and select appropriate sounds to recreate an environmental soundscape.</li> <li>• Play instruments musically and confidently.</li> <li>• Listen to others' contribution and ideas.</li> <li>• Select and combine sounds, using a structure to organise them.</li> </ul> <p><b>Key concepts:</b>            Environments            Structure - Beginning, middle, end            Instruments            Voices            Body percussion</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>• Work as part of a group to create a musical soundscape?</li> <li>• Add structure to a piece of music?</li> <li>• Use musical vocabulary to talk about the music we hear?</li> </ul>	<p>How to...            Voice...</p>
<b>Activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	



Start by splitting into three groups, each with a different environment: the city, the market, National reserve: Can you list or draw as many sounds as you can think of that you might hear in that environment?

Children should work in groups of five thinking about the soundscapes we have heard so far and the environments we are using. Children should choose their own soundscapes. Do not tell any other group.

Children should have the following criteria when they rehearse:

- It should have a beginning, a middle and an end.
- It should include instruments, voices and body percussion sounds.
- It should represent either the city, market or National Reserve environment.
- Children should often choose the most exciting looking instrument rather than the one that will do the best job in their composition. Encourage them to think about what sounds are needed before they use their instruments.
- Challenge any group that you think may be using an instrument that doesn't match the effect they are trying to create. (See tips about sea soundscapes from Y1)

Children should perform their composition: Can you guess which environment their soundscape is for? How did you guess? Encourage children to use a wide vocabulary in their answers. Ask the children to evaluate each other's work: Did they work together as a group? Did they contribute musically to the piece? Was it obvious what the piece was about? Did the piece have a clear beginning and end? Did the piece use instruments, voices and body percussion?

**Use safeyoutube.net**

Tuned and untuned instruments.

Tips about sea soundscapes Y1

**Use safeyoutube.net**

Examples of creating soundscapes

[https://www.youtube.com/watch?v=RDN2QiCy8b\\_rk&start](https://www.youtube.com/watch?v=RDN2QiCy8b_rk&start)

**Enquiry 5: How to create a musical journey through Kenya?**

Previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Key concepts
<p>How to use voices and instruments to represent environmental sounds, how to give the composition a structure - beginning, middle and end.</p> <p>How to work collaboratively to produce a composition that incorporates previous soundscapes.</p> <p>Perform confidently and accurately using inter-related dimensions of music to enhance the piece of music.</p> <p>Use musical vocabulary to describe the music.</p>	<p><b>Substantive knowledge:</b> (What the children should know.)</p> <p>How to use voices, body percussion and instruments to represent environmental sounds.</p> <p>How to give the composition a structure - beginning, middle and end.</p> <p>How to work collaboratively to produce a composition that incorporates previous soundscapes.</p> <p>Perform confidently and accurately using inter-related dimensions of music to enhance the piece of music.</p> <p>Use musical vocabulary to describe the music.</p> <p><b>Second order concepts:</b> (What the children should understand)</p> <p>Listening Representation Collaboration Evaluation</p>	<p><b>Musical skills:</b></p> <ul style="list-style-type: none"> <li>• Experiment and select appropriate sounds to recreate an environmental soundscape.</li> <li>• Play instruments musically and confidently.</li> <li>• Listen to others' contribution and ideas.</li> <li>• Select and combine sounds, using a structure to organise them.</li> </ul> <p><b>Key concepts:</b> Composition Structure Inter-related dynamics of music Performance</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>• Work in a group to compose a piece of music?</li> <li>• Evaluate theirs/others performances?</li> <li>• Perform a composition confidently and accurately?</li> </ul>	<p>How to use voices and instruments to represent environmental sounds, how to give the composition a structure - beginning, middle and end.</p> <p>How to work collaboratively to produce a composition that incorporates previous soundscapes.</p> <p>Perform confidently and accurately using inter-related dimensions of music to enhance the piece of music.</p> <p>Use musical vocabulary to describe the music.</p>
<b>Activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	

Start by singing the two folk songs learned in the first two sessions. Remember to listen to others when performing: How could you improve your performance?

Students should work in the same groups as previous session. Explain that they should combine everything that we have learned to compose a piece of music that takes us on a journey through Kenya, from the city, markets and National Reserve.

Students should follow these rules:

The structure of the piece should be city - market - National Reserve.

The duration of the piece should be as short as possible, while still conveying all the information needed.

The piece must include: instruments, voices and body percussion.

The piece should be played from start to finish - choose a leader to be the conductor.

The piece should have a beginning, middle and end.

Can they layer a variety of sounds?

Reminders about which section they should be working on.

Groups should perform their composition to another class: What was the feedback and why? Would they need to change anything? How could they improve their performances.

**Use safeyoutube.net**

Tuned and untuned instruments.

Space to practise.

IPad to record performance

**Use safeyoutube.net**

**ATS:**

**and second order concepts:**

**Key concepts developed:**

<p><b>Knowledge:</b> (<i>children should know</i>)</p> <p>Exhaustive list but an outline of what might be expected: Singing a Kenyan folk song accurately, considering lyrics and actions. Create a Kenyan soundscape using percussion instruments thinking of sounds of Kenya'.</p> <p>Listen and appraise a piece of music, describing the sounds using appropriate musical vocabulary.</p> <p>Singing a Kenyan folk song accurately and confidently, considering lyrics and actions. Create a Kenyan soundscape using percussion instruments thinking of sounds of Masai Mara'.</p> <p>Listen and appraise a piece of music, describing the sounds using appropriate musical vocabulary.</p> <p>Compare pieces of music.</p> <p>Singing a Kenyan folk song accurately and confidently, considering lyrics and actions. Create a Kenyan soundscape using percussion instruments thinking of sounds of Nairobi city.</p> <p>Listen and appraise a piece of music, describing the sounds using appropriate musical vocabulary.</p> <p>Compare pieces of music.</p> <p>Use voices, body percussion and instruments to represent environmental sounds. Put the sounds together to create a soundscape. Give the soundscape a structure - beginning, middle and end. Work collaboratively to produce a piece of music. Use musical vocabulary to describe the music. Use voices, body percussion and instruments to represent environmental sounds. Give the composition a structure - beginning, middle and end.</p>	<p>Body percussion Composition Environments Instruments Inter-related dimensions of music</p>	<p>Kenyan folk songs Listening and appraising Musical vocabulary Performance Sing and play</p>	<p>So Str Be en Vo</p>
<p><b>Key musical skills developed:</b></p>			
<p>By the end of the unit, children will have studied a series of enquiries. In doing so, children will have had the opportunity to:</p> <ul style="list-style-type: none"> <li>• Singing, playing and following direction.</li> <li>• Appraising music using appropriate musical vocabulary.</li> <li>• Singing accurately and confidently.</li> <li>• Experiment with multiple ways of making sounds.</li> <li>• Experiment and select appropriate sounds to recreate a soundscape.</li> <li>• Play instruments musically and confidently.</li> <li>• Listen to others' contribution and ideas.</li> <li>• Select and combine sounds, using a structure to organise.</li> </ul>			

work collaboratively to produce a composition that incorporates  
s soundscapes.  
confidently and accurately using inter-related dimensions of  
enhance the piece of music.  
ical vocabulary to describe the music.

**er concepts:**

start to have an understanding of:

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in Year 2 and is linked to the *Geography* unit 'Where do people go on holiday? - Kenya'. This unit will have allowed the children to st  
oundscapes, using instruments and inter-related dimensions of music to convey different aspects of Kenya. In the next unit children  
expanding their knowledge of structure, notation and inter-related dimensions of music. In the Year 3 unit 'Mountains', children wi  
ing simple notation an adding layers to their musical piece.

