

ACET Junior Academies'

Scheme of Work for music

Year 2 Unit 1.1: Animals



unit:

Work is a follow on from the Y1 unit Animal Mad. In this unit pupils will learn how to represent animal sounds using percussion, considering how they can use tempo, dynamics and timbre to enhance the sound. Pupils will acquire a knowledge of simple rhythm, using a traditional African call and response song to put this into a performance. They will be asked to recognise and create a structure to follow in a performance, progressing to creating their own animal based call and response musical piece. Pupils will also continue to develop their understanding of rehearsal and practise in order to improve a performance and begin to give their own ideas as part of a developmental process.

Structure

Structured around six sequential music enquiries:

- How do we use timbre?
- How do we use structure rhythm?
- How do we use call and response structure?
- How do we develop a call and response rhythm?
- How do we improve our performance?

National Curriculum objectives:

- 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.

Links to previous and future National Curriculum units/objectives

Unit

Y1 Animal Mad HT 1.2

KS2

- Improve and compose music for a range of purposes, exploring the inter-related dimensions of music.
- Play and perform in solo and ensemble contexts, using voices and playing, musical instruments with increasing accuracy, fluency, control and expression.

Enquiry 1: What is timbre?

Previous Learning	Knowledge and second order concepts	Musical skills:	Assessment criteria:	Curriculum Links
<p>know</p> <p>inter-relationships of pitch and timbre and how to create a short section of musical sounds to represent animals.</p>	<p>Substantive knowledge: (What the children should know.) To understand what sound is - linked to science. To know what tempo, dynamics and timbre is. To be able to experiment with instruments to change sounds using tempo, dynamics and timbre. To create a short section of musical sounds to represent animals. To be able to appraise other children's work.</p> <p>Second order concepts: (What students should understand) Interpretation</p>	<ul style="list-style-type: none"> • Move appropriately to music. • Adapt sounds by changing the tempo, dynamics and timbre. • Work in an ensemble to create a short section of sound. 	<p>Can your children:</p> <ul style="list-style-type: none"> • Use tempo, dynamics and timbre in their piece of music? • Play in time in a group? • Use instruments appropriately? 	<p>Hor</p> <p>Sour</p> <p>scie</p> <p>Ver</p> <p>Y1 A</p>

	<p>Performance Experimentation</p>	<p>Key concepts:</p> <p>Sound Tempo Dynamics Timbre</p>	<ul style="list-style-type: none"> • Appraise others' work? • Lead the group? 	
Activities:		Resources:	Useful links:	
<p>Start by having a discussion about sound: What is sound? (A sound wave travels through the air). Can we only make one sound from each instrument? Or can we make lots of different sounds from the same instrument by playing them in different ways). Children could listen to the sounds (watch the videos on the screen!) of different safari animals below:</p> <p>Walk round the room pretending to be the different animals and make sounds of that animal. You may need to tell them which animal it is if they don't know (e.g. the giraffe): What do you notice about the tempo (speed) and volume of the sounds?</p> <p>Children are going to be choosing the most appropriate instrument for a particular animal and are then going to experiment with that instrument to make a variety of different sounds (timbre) from it: What is timbre? (the different sounds of an instrument). They could start with the elephant: Which instrument, from the ones you have, would be most like the elephant? Prepare this instrument so the children have all got access to one instrument, even if they have to share. Children should play the instrument and see how many different sounds they can get from it: What was the instrument they played the instrument to make it sound like an elephant? Are there any other ways? Children should repeat the above steps with a zebra and when the exercise has been completed, put the children into groups and</p>		<p>Use safeyoutube.net</p> <p>Elephant trumpet sound https://www.youtube.com/watch?v=g-MuCwUFKEE</p> <p>Lion roaring: https://www.youtube.com/watch?v=8StgowT8hME</p> <p>Giraffe Humming: https://www.youtube.com/watch?v=S-tHr1TgYRg</p> <p>Zebra braying: https://www.youtube.com/watch?v=THXbh5VolBY</p> <p>Hippo Grunting: https://www.youtube.com/watch?v=3c4BCi55s1w</p> <p>Tuned percussion instruments.</p> <p>Untuned percussion instruments.</p>	<p>Use safeyoutube.net</p> <p>Elephants in the wild: https://www.youtube.com/watch?v=Q</p> <p>Lions in the wild: https://www.youtube.com/watch?v=Q</p> <p>Giraffes in the wild: https://www.youtube.com/watch?v=4</p> <p>Zebras in the wild: https://www.youtube.com/watch?v=8</p> <p>Hippos in the wild: https://www.youtube.com/watch?v=k</p>	

in a group the same instrument. They then have to work together to come up with a short section of sound to represent the animal, using different sounds on the instrument and their voices if they want to.

Who should lead and direct the group?

Once they have created a simple section of sound they need to think about the characteristics (volume) and tempo (speed) of it.

Different groups should share their work: What did you hear? Describe the different sounds they created. Prompt them to talk about the characteristics (volume - volume and tempo - speed).

Enquiry 2: How can we use rhythm?

Previous learning	Knowledge and second order concepts	Musical skills:	Assessment criteria:	Curriculum links
<p>Children have previous knowledge of how to create a sound using instruments and sounds to use to represent animals, and how to use instruments and the</p>	<p>Substantive knowledge: <i>(What the children should know.)</i> Know the instruments of an orchestra. Understand what rhythm is. Be able to clap a rhythm Be able to repeat a rhythm. Be able to echo a rhythm. Recognise musical notation.</p> <p>Second order concepts: <i>(What students should understand)</i> Appraising Listening Performance</p>	<ul style="list-style-type: none"> • Describe and appraise music. • Clap a rhythm, repeat and clap back a rhythm. • Clap a rhythm in time to music. • Recognise musical notation. 	<p>Can your children:</p> <ul style="list-style-type: none"> • Clap a rhythm back in time? • Repeat the rhythm in time without stopping? 	<p>Horizontal Vertical</p>
		<p>Key concepts:</p> <p>Orchestral instruments Rhythm Rhythmic notation</p>		

Activities:	Resources:	Useful links:
<p>Children could play 'Guess the animal': What is the animal? Using cards from the previous session, ask children to guess which animal sound:</p> <p>Children would be good at playing the noises made by the different instruments these can be any instruments in the world and try to think of instruments that aren't used last time, eg: trumpet for an elephant. Why have you chosen that particular instrument to represent the animal? (I chose the trumpet for an elephant. I chose the flute as it sounds like a zebra.)</p> <p>Children we are going on a musical safari. Children should listen to samples of the African folk music: Where do they think it comes from? Do they think that? Can they think of any songs/music it reminds them of? Show the <i>Animal pictures</i> (elephant, giraffe, lion, zebra and hippo) around the room. With the music from above playing, children could go to visit the animals you have displayed. As they approach the pictures, get them to use their voices and movement to portray the animals. Which animals should have fast rhythms and which should have slow rhythms? Which should be loud and which ones quiet?</p> <p>Children to create some short rhythms to go with each animal, and to show that animal you are going to clap them and the children should show you. Use the rhythms below. Remember to watch the <i>Rhythmic Safari</i> to show you how the rhythms should sound.</p> <p>Stamp - clap these words to create a 1, 2, 3, 4 + rhythm.</p> <p>Stamp - stamp - trumpet.</p>	<p>Use safeyoutube.net</p> <p>Elephant trumpet sound https://www.youtube.com/watch?v=g-MuCWUFKEE</p> <p>Lion roaring: https://www.youtube.com/watch?v=8StqowT8hME</p> <p>Giraffe Humming: https://www.youtube.com/watch?v=S-tHr1TqYRq</p> <p>Zebra braying: https://www.youtube.com/watch?v=THXbh5VolBY</p> <p>Hippo Grunting: https://www.youtube.com/watch?v=3c4BCi55s1w</p> <p>African folk music: https://www.youtube.com/watch?v=9b81mWYIyTo</p> <p>Animal pictures PowerPoint.</p> <p>Rhythmic notation PowerPoint.</p> <p>Rhythmic safari tip sheet.</p>	<p>Use safeyoutube.net</p> <p>African safari: https://www.youtube.com/watch?v=g-MuCWUFKEE</p> <p>African rhythm: https://www.youtube.com/watch?v=8StqowT8hME&list=PLrjeCaE-78HXvMa9ztv4</p> <p>African music: https://www.youtube.com/watch?v=9b81mWYIyTo</p>

2+ 3+ 4+ / 1+ 2+ 3

am growling, I am growling, roar

- 1+ 2 / 3+ 4

the trees -

play on 1+ and then silence for beats 2, 3, 4

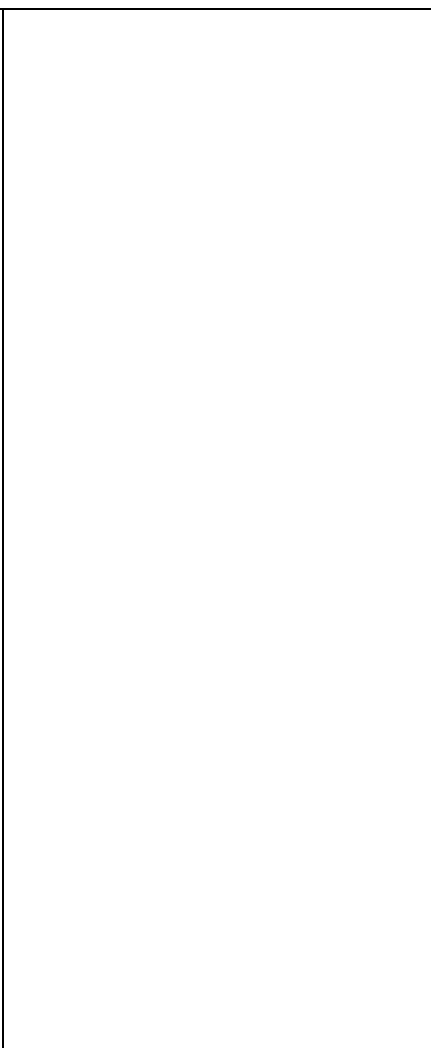
1+ 2+ 3+ 4+

b-a-ling in the wa-ter

uggle clapping the rhythm, ask them to clap the beat). Now, have a go at clapping these rhythms in time with the music.

otation PowerPoint shows all the correct notation of the rhythms you can share with the children to give them some exposure to these rhythms as they are written.

s, children could walk round the room, putting all the rhythms in order or another as they get to an animal.



Enquiry 3: What is call and response structure?

Previous Learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
Children have previous knowledge	Substantive knowledge: (What the children should know.)	Musical skills: <ul style="list-style-type: none"> Sing a melody with accuracy. 	Can your children:	How can you:

<p>is and nd clap ately.</p>	<p>That African music features call and response. How call and response works. How to maintain a melody and rhythm accurately. Second order concepts: (What the children should understand) Listening Responding Performing</p>	<ul style="list-style-type: none"> • Understand what call and response is. • Sing a call and response song. • Perform with actions. <p>Key concepts: Rhythm Call and response</p>	<ul style="list-style-type: none"> • Say what call and response is? • Understand that call and response is a feature of African music? • Sing along to the response parts of a song? • Perform a call and response song with actions? 	<p>Ve</p>
<p>Activities:</p>		<p>Resources:</p>		<p>Useful links:</p>
<p>could copy exactly: eg tapping your head four times etc. to pay careful attention to the number of times you are doing y some of the phrases from last lesson and ask the pupils to say</p> <p>- stamp - trumpet</p> <p>am growling, I am growling, roar</p> <p>the trees</p> <p>b-a-ling in the wa-ter</p> <p>children to say one of the rhythms and get the rest of the it.</p> <p>with children what they think call and response is. If they are m the example of taking the register - someone says the 'call' is an answer, which isn't necessarily the same as the call. Chop</p>		<p>Use safeyoutube.net</p> <p>'Che Che Kule' song: https://safeyoutube.net/w/DhU5</p> <p>Tips about safari call sheet.</p>		<p>Use safeyoutube.net</p> <p>Examples fo call and response https://www.youtube.com/watch?v=Q8&list=PLFjik4zzL38h0UZadvi</p> <p>https://www.youtube.com/watch?v=E&list=PLwFgkklkD7q2I2pOZ9</p> <p>https://www.youtube.com/watch?v=9E&list=PL6PUn1MDgZYM2H8JoDZJtuKsSy6QAu2e</p>

rhythms so you say the first part and then the
d with the second section - teacher part in red, pupil part in

stamp - stamp - trumpet
growling, I am growling, I am growling, roar

s, apply the same principle to the other three rhythms from the
e session. After this, children could listen to the call and
'Che Che Kule' and sing along to the response parts with the
n what the words mean:

n your head x2
n your shoulders x2
n your waist x2
n your knees x2
n your ankles x2
n your ankles

add these actions to the song. Play the video and practise the
ctions.

e may be a few children who are confident they can call with
class responding. Alternatively, try girls singing the call and
and vice versa.

call and response? Where was it used? Then perform the call
ng to another class or video with the actions.

Enquiry 4: How can we develop a call and response rhythm?

Previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>have edge of response to and n a</p>	<p>Substantive knowledge: (What the children should know.) Know what call and response is. Know what a rhythm is. Be able to create a call and response rhythm. Create a structure for extending the call and response rhythm. Record the structure and be able to follow it in a performance.</p> <p>Second order concepts: (What the children should understand) Listening Performance Practise</p>	<p>Musical skills:</p> <ul style="list-style-type: none"> • Create a call and response rhythm. • Play a call and response rhythm. • Create a structure for a call and response rhythm. • Record the structure of the rhythm. <p>Key concepts: Call and response Rhythm Structure Repetition</p>	<p>Can your children:</p> <ul style="list-style-type: none"> • Remember what a call and response song is and how they are sung? • Work with a partner to create a call and response? • Play a call and response using a simple rhythm on an untuned percussion instrument? • Work in a group to decide on a structure? • Record this structure in the right order? 	<p>Ho Ve</p>
Activities:		Resources:	Useful links:	
<p>start by watch the video for the call and response song 'Che Che (session) and get the children to sing along. Children could add variations out of sequence and see if the pupils can remember which they go with. Here are the (English) words to remind you what</p> <p>on your head x2 on your shoulders x2</p>		<p>Use safeyoutube.net</p> <p>'Che Che Kule' song: https://safeyoutube.net/w/DhU5</p> <p>Untuned percussion instruments.</p>	<p>Use safeyoutube.net</p> <p>Information about rhythm: https://www.youtube.com/watch?v=8dSMI https://www.youtube.com/watch?v=8dSMI</p>	

Tap your waist x2
Tap your knees x2
Tap your ankles x2
Tap your ankles

musical technique used in this song?

What do you think the children will be composing their own call and response using percussion instruments and their own call and response. Children should work in pairs and, using the questions below, get them to ask questions (the first two give possible answers). One of them asks the question and the other will respond. Tell them that the responder should answer in as few words as possible.

What sound does a lion make? *Roar*
What colour is a zebra? *Black and white*
Where do hippos live?
How do birds travel?
What pattern is on a tiger?
Which animal has horns?
Which animal runs the fastest?
What does a giraffe eat?

Children should translate the questions onto instruments (one instrument per question). The teacher should model this by beating out the rhythm of a question on an instrument and asking a child to use their instrument to beat out the response. Children could then come up with their own call and response on animals, and play them and the responses on their instruments. Ask each pair to perform an example of their call and response to the teacher. You can assess quickly who has grasped the concept and who hasn't. Children should make groups of four (2 lots of pairs) and tell them they should make their own call and response rhythms - they now will have two call and response rhythms. To start with, they should choose one person to 'call' and one person to 'respond' - they can switch roles as they see fit.

Tips about safari call sheet.

<https://www.youtube.com/watch?v=...>
<https://www.youtube.com/watch?v=...&t=2s>

now need to use repetition to make their pieces longer. Get their rhythms the letters A and B (if they have been adventurous than two then use additional letters accordingly).

repeat their rhythms in this structure.

four times A A A A

four times B B B B

four more times A A A A

combination; for example:

jot down on paper the order of their call and response can simply write down the words of their call and response and times each one is being played. They will then need time to their notes - these will need to be kept safe for use next children will be practising a performance with the use of

up should perform to the rest of the class: What did they they improve their performance?

Enquiry 5: How can we improve our performance?

Previous g	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	k
		Musical skills:	Can your children:	Ho

<p>now t a call ng is te their ponse ned uments.</p>	<p>Substantive knowledge: <i>(What the children should know.)</i> Know what call and response is. Play a call and response rhythm following a structure they have created. Improve a performance by adding dynamics. Give peer or self-assessment in order to improve a performance.</p> <p>Second order concepts: <i>(What the children should understand)</i> Practising Performance Appraising</p>	<ul style="list-style-type: none"> • Play a call and response rhythm. • Follow a structure for a call and response rhythm. • Improve a musical piece. • Appraise others performances. <p>Key concepts: Call and response Rhythm Structure Perform Dynamics Feedback</p>	<ul style="list-style-type: none"> • Say what a call and response song is? • Play a composition using simple rhythm on an untuned percussion instrument? • Improve the song by changing the dynamics? • Perform the call and response rhythm? • Give feedback to others about their performance? 	<p>Ve</p>
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<p>Activities:</p> <p>Start by clapping out some questions from last session: Can you answer? Clap them back.</p> <p>What sound does a lion make? (Roar) What colour is a zebra? (Black and white) Where do hippos live? How do birds travel? What pattern is on a tiger? Which animal has horns? Which animal runs the fastest? What does a giraffe eat?</p> <p>Can you create a call and response for this (a call and response)?</p>	<p>Resources:</p> <p>Use safeyoutube.net</p> <p>Untuned percussion instruments.</p> <p>Tips about the safari event.</p>	<p>Useful links:</p> <p>Use safeyoutube.net</p>
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should be given rehearsal time to practise what they did last
 ans they need to be able to use the instruments they had last
 notes made so they can practise what they have already
 e note this session is all about developing and performing the
 ow could we improve a piece of music which is already made?
 nge the volume). Children should discuss how they could add
 ir piece; they could start quiet and get louder or vice versa,
 one rhythm played loud and the others quiet, or a mixture of
 to make sure their dynamics are obvious - exaggerate them.
 a call played loud and then the response quiet, they could have
 ion being played loudly and the next quiet. It's all about them
 nd finding out what they think sounds good. Children should
 re time to practise adding some dynamics to their pieces.

oup to perform to the rest of the class. When the pupils
 hers need to be giving some peer feedback. Encourage them to
 , e.g. that rhythm wasn't played in time, there were no
 roup stayed in time.

TS:

and second order concepts:

knowledge:

en should know)

haustive list but an outline of what might be expected:

and what sound is - linked to science.

at tempo, dynamics and timbre is.

to experiment with instruments to change sounds using tempo,

s and timbre.

a short section of musical sounds to represent animals.

e instruments of an orchestra.

and what rhythm is.

to clap a rhythm

to repeat a rhythm.

Key concepts developed:

Call and response

Dynamics

Feedback

Orchestral instruments

Perform

Repetition

Rhythm

Rhythmic notation

Sound

Structure

Tempo

Timbre

Key musical skills developed:

By the end of the unit, children will have studied a series of qu
 enquiries. In doing so, children will have had the opportunity to:

- Move appropriately to music.
- Adapt sounds by changing the tempo, dynamics and timbre.

to echo a rhythm.
use musical notation.
frican music features call and response.
and response works.
maintain a melody and rhythm accurately.
to create a call and response rhythm.
a structure for extending the call and response rhythm.
the structure and be able to follow it in a performance.
call and response rhythm following a structure they have created.
t a performance by adding dynamics.
er or self-assessment in order to improve a performance.

Key concepts:

start to have an understanding of:

- Work in an ensemble to create a short section of sound
- Describe and appraise music.
- Clap a rhythm, repeat and clap back a rhythm.
- Clap a rhythm in time to music.
- Recognise musical notation.
- Sing a melody with accuracy.
- Understand what call and response is.
- Sing a call and response song.
- Perform with actions.
- Create a call and response rhythm.
- Play a call and response rhythm.
- Create a structure for a call and response rhythm.
- Record the structure of the rhythm.
- Follow a structure for a call and response rhythm.
- Improve a musical piece.
- Appraise others' performances.

Step ...

Unit of work for music in Year 2. This unit will have allowed the children to study the 'call and response' structure using rhythm and melody in a musical piece.

to study the instruments of the orchestra, identifying these within a piece of music. They will learn how composers use a variety of dynamics, pitch and tempo to express aspects of a performance such as characters, emotions and action

