



St James' Church of England Primary School

Music Overview Sheet



Year 2 – West African call and response song (Theme: Animals)



Unit Outcomes: Pupils who are **secure** will be able to:

- Use tempo, dynamics and timbre in their piece.
- Play in time with their group.
- Use instruments appropriately.
- Successfully sing back the melody line in time and at the correct pitch.
- Play either a call and/or response role in time with another pupil.
- Perform their composition.

Key Skills:

- Recognising timbre changes in music they listen to.
- Recognising structural features in music they listen to.
- Listening to and recognising instrumentation.
- Beginning to use musical vocabulary to describe music.
- Listening to and repeating a short, simple melody by ear.
- Suggesting improvements to their own and others' work.
- Choosing appropriate dynamics, tempo and timbre for a piece of music.
- Using letter name and graphic notation to represent the details of their composition.
- Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).
- Singing short songs from memory, with melodic and rhythmic accuracy.
- Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.
- Performing expressively using dynamics and timbre to alter sounds as appropriate.

Overview:

Lesson 1: **Going on safari** To create short sequences of sound

Lesson 2: **Rhythmic safari** To copy a short rhythm and recognise simple notation

Lesson 3: **Call and response** To learn a traditional song from Ghana

Lesson 4: **Rhythmic response** To create rhythms based on 'call and response'

Lesson 5: **The safari event** To add dynamics (volume) to a structure of rhythms

Cross-Curricular Ideas

Key Vocabulary

Timbre, dynamics, tempo, call and response, rhythm, structure

Impact/Assessment

Most Children will: • Using tempo, dynamics and timbre in their piece. Playing in time with their group. Using the instruments appropriately. • Clapping the animal rhythms mostly accurately. Showing an awareness of tempo by clapping in time with the drumming backing track. • Being successfully able to sing back the melody line in time and at the correct pitch. • Playing either a call and/or response role in time with another pupil. • Performing their composition and staying in time with their group.

More Able Children will: • Appraising someone else's work using tempo, dynamics and timbre. Leading the group with ideas or during the performance. • Clapping the animal rhythms accurately and in time with the drumming backing track. Being able to repeat the same rhythm, maintaining a consistent tempo. They may be able to suggest a different rhythm that represents an animal. • Performing solo or in a small group. Singing the call with only the backing track. • Directing their group during performance. Writing down significant information to help them next lesson. • Performing their piece with confidence with the inclusion of dynamics.