

## All Saints CE Primary School and Nursery Medium Term Planning



Class teacher: SS/SS Year group: 2 Term: Spring 2 Subject: Music-West African call and response song

| Lesson | Learning Goal (L.G.)  | Brief outline of lesson content<br>(or where this can be found/unit found in, if for<br>example it is a published scheme such as Science,<br>Kapow French or Music, Purple Mash computing)  | Key Vocabulary covered  |
|--------|---|---|---|
| 1      | LG- To create short sequences of<br>sound.<br><mark>Liberty</mark>              | Going on Safari<br>After hearing the sounds of some of Africa's most<br>notorious animals, children use instruments to replicate the<br>sounds, experimenting with the variations of timbre.<br><u>https://www.kapowprimary.com/subjects/music/key-stage-</u><br><u>1/year-2/animals-2/</u><br>SEN-adapted activity | Timbre<br>Dynamics<br>Tempo   |
| 2      | LG- To copy a short rhythm.<br><mark>Rule of law</mark>                         | Rhythmic Safari<br>Children go on safari around the classroom, listening to<br>drumming music and learning to clap back animal rhythms in<br>time to the music.<br><u>https://www.kapowprimary.com/subjects/music/key-stage-</u><br><u>1/year-2/animals-2/lesson-2-rhythmic-safari/</u><br>SEN-adapted activity     | agogo<br>batá drum<br>cowbell<br>marimba<br>percussion<br>rhythm<br>tempo |
| 3      | LG- To learn a traditional song<br>from Ghana<br><mark>Respect/tolerance</mark> | Call and Response<br>The rhythms from Lesson 2 are broken up into a 'call and<br>response' structure, with pupils singing the 'response' and<br>learning a traditional Ghanaian call and response song called<br>'Che Che Kule'.  | Call and response<br>Rhythm   |

|   |  | https://www.kapowprimary.com/subjects/music/key-stage-<br>1/year-2/animals-2/lesson-3-the-safari-call/<br>SEN-adapted activity   |  |
|---|--|--|--|
| 4 | LG- To create rhythms based on<br>'call and response'  | Rhythmic Response<br>Pupils are given examples of 'calls' to which they beat the   | Call and response<br>Structure                       |
|   | cun una response                                       | 'response', using an instrument; they then work together to<br>invent their own animal call and responses, recording their   | Rhythm   |
|   | Rule of law  | notations.<br><u>https://www.kapowprimary.com/subjects/music/key-stage-</u><br><u>1/year-2/animals-2/lesson-4-the-safari-response/</u><br><u>SEN-adapted activity</u>                                    |  |
| 5 | LG- To add dynamics (volume) to a structure of rhythms | The Safari Event<br>Using musical instruments to play their call and response<br>songs from Lesson 4, pupils focus on improving the sounds<br>they make by varying the dynamics, finishing the lesson by | Call and response<br>Rhythm<br>Structure<br>Dynamics |
|   | liberty  | performing to their peers.<br><u>https://www.kapowprimary.com/subjects/music/key-stage-</u><br><u>1/year-2/animals-2/lesson-5-the-safari-event/</u><br><u>SEN-adapted activity</u>                       |  |