

# Learning Organiser: Christmas Song

Year 2



A song with rapping and improvising for Christmas

1. Listen and Appraise the Ho Ho Ho Christmas song. Learn rhythm and part of song.



## Vocabulary

- Chorus
- Verse
- Pulse
- Rhythm
- Pitch
- Perform
- Rap
- Tempo

## What do we know?



**Know that** music can be recorded using art, patterns, colour, note letters (showing pitch variation.)



**Know how** to keep a steady pulse along with a piece of music, so you can stay in time for performing composition. Y1



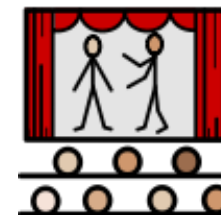
2. Play musical games to build our musical skills, to support composition.

3. Learn to sing the whole song. Following the correct pitch, pulse and notice rhythms.

4. Play various percussion instruments and begin to improvise with instruments and/or voice.

5. Improvise and begin to make choices for composing. Try rapping improv and composition

6. Improvise with the Song: Using your voices and Instruments. Share raps.



## Big Ideas-



Rhythm



Pulse

## Forever Facts



**Know how** to sing and rap within appropriate rhythms.



**Know that** composing is like writing a story with music and everyone can do it.



**Know that** rapping and singing are different.

## Where will it go?

### Showcase

Share composition raps. Perform song with any improvisation or composed arrangement/parts.

# Learning Organiser: I want to play in a band

Year 2

A song about playing in a rock band- A rock song.



2. Listen and Appraise the Rock song. Find the pulse and structure (verse, chorus, instrumental)

### Vocabulary

- Rock Ensemble
- Verse
- Chorus
- Pulse/ Beat
- Pitch
- Band/Group
- Instrumental
- Performance

### What do we know?

- Know what** instruments are used in songs, and how to play some as call and response. Y1
- Know how** to perform with confidence and sing a song with two parts. Y1

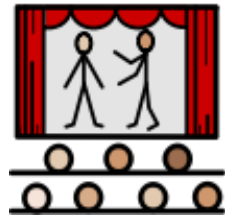
- We Will Rock You by Queen
- Smoke On The Water by Deep Purple
- Rockin' All Over The World by Status Quo
- Johnny B.Goode by Chuck Berry
- I Saw Her Standing There by The Beatles

2. Learn to sing the song. Follow the pulse, rhythm and tempo accurately. Think about instruments and performance choices.

3. Explore playing glockenspiel and/or recorder with other percussion to song.

4. Develop playing so that performance choices are made. Share own ideas about how to perform.

5. Rehearse, playing in time, following a musical lead. Share performance.



### Big Ideas-



Pulse



Dynamics

### Forever Facts

- Know how** to play a musical part in time, following a leader.
- Know how** we use our voices and other instruments to sing notes of different pitches (high and low).
- Know why** performances are shared with others and how they can make you feel.

### Where will it go?

**Showcase**

A class performance of I Wanna Play in A Band recorded and uploaded onto Tapestry.

# Learning Organiser: Friendship Song

Year 2



A song about being friends.



## What do we know?



**We know how** to learn songs and follow and musical leader.



**We know why** music involves tempo and pitch.



**We know how** to keep a steady pulse to the music.

1. Listen and Appraise the Friendship song. Play the musical games that help us to learn the rhythm, tempo and pitch, moving to music.



2. Learn to sing the friendship song. Discuss musical parts, verse/chorus and call-response.

3. Learn the notes to play on the glockenspiel.

4. Sing and play. Learn about the style of the song.

5. Sing and play. Compare songs experienced so far and how they can tell and story.

6. Rehearse, talk about and perform song (whole school performance) in two parts.

## Vocabulary

Chorus  
Verse  
Improvise  
Pop  
Pulse/ Beat  
Pitch  
Unison

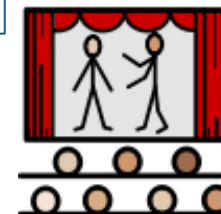
Count On Me by Bruno Mars

We Go Together (from the Grease soundtrack)

You Give A Little Love (from Bugsy Malone)

That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John

You've Got A Friend In Me by Randy Newman



## Big Ideas-



Pulse



Dynamics

## Forever Facts



**Know how** to play a glockenspiel part using one of the differentiated parts (a one-note, simple or medium part).



**Know how** music is made up of different parts, structures (verse/chorus) and can use different dynamics (pitch, rhythm, pulse.)



**Know why** we need to play or sing parts in time with the steady pulse so that we can perform together or as call-and-response.

## Where will it go?

### Showcase

Perform song to school in two parts.  
Optional instrumental instrument playing.