

# Year 2 Term 1 Music: Hands, Feet, Heart



**Curriculum Key Question: How can I express myself?**

**Topic: Why was the Great Fire of London so great?**

To sing/sign the song 'Hands, Feet, Heart'.

To play instrumental parts within the song.

To improvise using voices and/or instruments within the song.

To sing/sign the song and perform compositions within the song.

To prepare for the end-of-unit performance.

To perform the end-of-unit performance.

## Key Vocabulary

- Keyboard: An electric instrument played like the piano. It has a range of pre-recorded sounds.
- Pulse/beat: The heartbeat or steady beat of a song/piece of music.
- Rhythm: A musical dimension that describes the combination of long and short sounds to make patterns.
- Pitch: A musical dimension that describes the range of high and low sounds.
- Improvise: To make up a tune and play it on the spot. There is an assumption that it can never be recreated.
- Composing: Creating and developing musical ideas and 'fixing' them.
- Performing: Singing and playing instruments for others to hear.
- Dynamics: A musical dimension indicating how loudly or quietly the music is being played.
- Melody: Another name for tune.
- Tempo: A musical dimension that describes how fast or slowly the music is played.

## 1 – Listening: Hands, Feet, Heart

**Find the pulse as you are listening to the music:** Can you dance, get funky or find the groove?

**Instruments/voices you can hear:** keyboard, bass, drums, electric guitars, saxophone, trumpet, vocals.



## 2 – Musical Activities

**Find the pulse!**

- What animal can you be finding the pulse?

**Clapping Rhythms**

- Copy and clap back rhythms
- Clap the rhythm of your name
- Make up your own rhythm

**Singing**

- Sing Hands, Feet, Heart in groups
- Have fun!

**Playing instruments** using up to three notes

– G or G, A + C. *Which part did you play?*

## 3 – Perform & Share

A class performance of Hands, Feet, Heart. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

**Improvise** using the notes C + D:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

*Which challenge did you get to?*

**Compose** a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.

*Which notes did you use?*

## What should I already know?

- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
- To find the pulse.
- Listen to the rhythm and clap back.
- Create rhythms for others to copy.
- Listen and sing back.
- Learn about voices, singing notes of different pitches.
- Learn that they can make different types of sounds with their voices.
- Learn to start and stop singing following a leader.
- Play a tuned instrumental part with the song they perform.
- Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts.
- Listen to and follow musical instructions from a leader.

## Skills I will develop:

- To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
- To learn how songs can tell a story or describe an idea.
- To find the pulse
- Copy back short rhythmic patterns.
- Create rhythms for other others to copy.
- Learn about voices singing notes on different pitches.
- Learn that you can make different types of sounds with their voices – you can rap.
- Learn to find a comfortable singing position.
- Learn to play a tuned instrumental part.
- Play a part in time with the steady pulse.
- Listen to and follow musical instructions from a leader.

