



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Music	Call and response rhythms. African songs Recorder	2	Summer 2	7 hours

End of lower key stage 1 objectives	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music
End of unit objectives	<p>I can:</p> <ul style="list-style-type: none"> Create and play call and response rhythms Understand and follow some rhythmic notation Played tuned and untuned instruments musically.
Vocabulary	Instruments Orchestra
	Woodwind, brass, strings, percussion
	Rhythm, Call and response
	pitch

Lesson Sequence	Time Allocation	Learning objectives	Activities	Resources
1	1 hour	<p><u>To perform</u></p> <p>Take part in singing, accurately following the melody.</p>	<p><u>Warm up songs</u></p> <p>I go Africa Jambo Bwana African Call and response songs</p> <ul style="list-style-type: none"> Che Che Kule A Keelie 	<p>Charanga</p> <p>Sing up</p> <p>African Instruments</p>

		<ul style="list-style-type: none"> • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments 	<p><u>Listen to and learn about African percussion instruments</u></p> <p><u>Rhythm work</u></p> <p>Divide into 3 groups. Practise the rhythms and play on 3 different instruments.</p> <p>Gradually put together.</p>	
2	1 hour	<p><u>To perform</u></p> <p>Take part in singing, accurately following the melody.</p> <ul style="list-style-type: none"> • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments 	<p><u>Warm up songs</u></p> <p>I go Africa Jambo Bwana African Call and response songs</p> <ul style="list-style-type: none"> • Che Che Kule • A Keelie <p>Call and response rhythms</p> <p>Instrument work – based on Che Che Kule – use some African drums:</p> <p>4 parts:</p> <ul style="list-style-type: none"> • Shakers • Djembes • Claves • glockenspiels 	<p>Djembes</p> <p>Shakers</p> <p>claves</p> <p>glockenspiels</p>
3	1 hour	<p><u>To perform</u></p> <p>Take part in singing, accurately following the melody.</p> <ul style="list-style-type: none"> • Follow instructions on how and when to sing or play an instrument. 	<p><u>Warm up songs</u></p> <p>I go Africa Jambo Bwana African Call and response songs</p> <ul style="list-style-type: none"> • Che Che Kule • A Keelie <p><i>Charanga Recorder course</i></p> <p><u>Perform</u></p> <p>Introduce the recorder and how to blow it. <i>Charanga recorder course Step 1</i></p>	<p>Charanga</p> <p>Sing up</p> <p>Recorders</p>

4	1 hour	<p><u>To perform</u> Take part in singing, accurately following the melody.</p> <ul style="list-style-type: none"> • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments 	<p><u>Warm up songs</u> I go Africa Jambo A Keelie Che che Kule</p> <p>An African safari (Kapow) What animals might you see? Listen to some animal sounds. What could they be?</p> <p><u>Perform – Instrumental work</u> Continue to look at the recorder and how to blow it. Go over the note B and show the children the fingering. Copy back some short rhythm patterns using the note B</p>	Recorders
5	1 hour	<p><u>To perform</u> Take part in singing, accurately following the melody.</p> <ul style="list-style-type: none"> • Follow instructions on how and when to sing or play an instrument. 	<p><u>Warm up songs</u> A Keelie This is what it sounds like. Every step</p> <p><u>Perform</u> <i>Charanga – instruments</i> – recorder 1. Recap on the notes B and A 1. Recorder course: step 5 : copy back 2 2. Play the song Drive – note A 3. blown away recorder book 1 – Introducing A</p>	Recorders
6	1 hour	<p><u>To perform</u> Take part in singing, accurately following the melody.</p> <ul style="list-style-type: none"> • Follow instructions on how and when 	<p><u>Warm up songs</u> A Keelie This is what it sounds like. Every step</p> <p><u>Perform</u> <i>Charanga – instruments</i> – recorder 2. Recap on the notes B and A 4. Recorder course: step 5 : copy back 2 5. Play the song Drive – note A</p>	Recorders

		to sing or play an instrument.	blown away recorder book 1 – Introducing A Learn the note G	
7	1 hour	<p><u>To perform</u></p> <p>Take part in singing, accurately following the melody.</p> <ul style="list-style-type: none"> • Follow instructions on how and when to sing or play an instrument. 	<p>Recap on all this half terms songs and revisit anything that needs extra practice. <u>Perform</u></p> <p><i>Charanga – instruments</i> – recorder</p> <ol style="list-style-type: none"> 1. Recap on the notes B and A especially with 2DR. 2. <u>Step 7.</u> Learn to play Abbie's Blues using the notes A and B. <p>Have half of the class playing and the other half singing, then swop over.</p> <ol style="list-style-type: none"> 3. Improvise using B and A. – a group at a time (play the listen to improvisation first). 4. Then put together the performance and improvisation 5. Learn the note G – practise BAG. <p>Go back to the Friendship song and play the recorder part to go with it: BG.....BG.....</p>	Recorders