

Year 2 Autumn Term 2

Ho Ho Ho

In this unit of work the children's learning will be based around a Christmas song entitled 'Ho Ho Ho'. The song is based around rapping, improvising and dancing. Children will also listen and appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.

In this unit children will:

- Use musical language to describes pieces of music to enable to say why they like or prefer one piece of music to another.
- Continue to learn to identify male and female vocals and different types of instruments.
- Learn to identify the 'hook' within a piece of music
- Learn to identify different musical styles including; Pop, Rock, Blues, Gospel, Ballad, R & B and Soul by listening to famous artists including; Elvis Presley, Stevie Wonder and Frank Sinatra.
- Discuss the structure, form and shape of songs.
- Listen to other Christmas music.
- Practice and perform the melody of 'Ho, Ho, Ho' using vocals, glockenspiels or recorders.

Prior Learning

EYFS: Develops preferences for forms of expression, creates movement in response to music, makes up rhythms, captures experiences and responses with music, represents thoughts and feelings of music. Children sing songs, make music and experiment with ways of changing them.

Year 1: Rhythm, rap, hip-hop, Reggae, Pitch, Rhythm, pulse, Blues, Baroque, Latin, Banghra and Folk musical styles-In the Groove, Imagination songs.

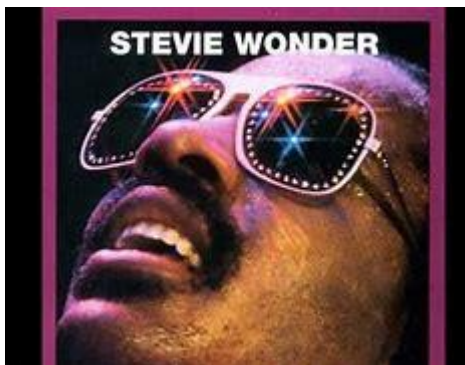
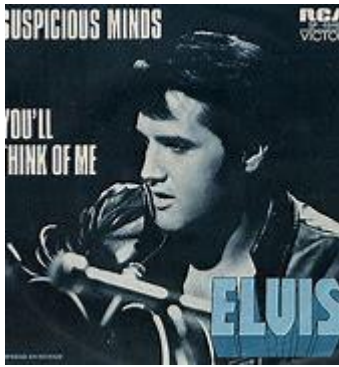
Year 2: Autumn Term 1-Hands Feet, Heart-South African music.

Cross Curricular Links

R.E: Christmas

Key Vocabulary

- **Keyboard:** An electric instrument played like the piano. It has a range of pre-recorded sounds.
- **Bass:** a low sound.
- **Guitar:** a stringed musical instrument, with a fretted fingerboard, typically incurved sides, and six or twelve strings, played by plucking or strumming with the fingers or a plectrum
- **Percussion:** musical instruments played by striking with the hand or with a stick or beater, or by shaking, including drums, cymbals, xylophones, gongs, bells, and rattles.
- **Trumpets:** a brass musical instrument
- **Saxophone:** a member of a family of metal wind instruments with a reed like that of a clarinet, used especially in jazz and dance music.
- **Pulse:** the regular heartbeat of the music; its steady beat.
- **Rhythm:** long and short sounds or patterns that happen over the pulse.
- **Pitch:** high and low sounds.
- **Perform:** present (a form of entertainment) to an audience.
- **Audience:** the assembled spectators or listeners at a public event
- **Rap:** a **style of popular music**, developed by disc jockeys and urban blacks in the late 1970s, in which an insistent, recurring beat pattern provides the background and counterpoint for rapid, slangy, and often boastful rhyming patter
- **Improvise:** To make up a tune and play it on the spot. There is an assumption that it can never be recreated.
- **Dynamics:** how loud or quiet the music is.
- **Tempo:** the speed of the music; fast or slow or in-between.



Key Questions

- What are the key indicators of rap music?
- Where did rap music originate from?
- What other styles of music have influenced rap music?

Key Knowledge

- To know that rap originated in the 1970's from the **Bronx, NY**. It began as an expressive art form with songs about political themes and party music as well. It was originated in the African American community like jazz, blues and rock and was capitalized upon by corporate executives that recognized how lucrative the art form could be.
- To know that rap is a popular style of music.
- To know that rap is distinguished by a recurring background beat.
- To know that rap uses vocals that often rhyme.

