



**Music Topic:** Ho, Ho, Ho!

**Year: 2 Term:** Autumn 2

## Key Knowledge/Content:

- Listen and Appraise- Listen and discuss the style of the songs and encourage children to use correct musical language when responding.
- Learn to sing the song- Rap and sing the song 'Ho, Ho, Ho!'
- Musical activities- Learn an instrumental part on the glockenspiel to play with the song.
- Performance- Perform and share the song with the instrumental parts.

## Links to:

### Prior learning:

To identify the beat (pulse) of a tune

### Future learning:

To use the terms pitch, pulse, dynamics and rhythm confidently when describing a piece of music.

## Key vocabulary with definition:

### Prior vocabulary:

- Pulse- A steady beat
- Rhythm – Long and short sounds or patterns that happen over the pulse.
- Pitch – High and low sounds.
- Tempo – The speed of the music; fast or slow or in-between.
- Improvise- To create music on the spot.
- Compose- To write music
- Keyboard- An instrument that is played by pressing the keys of a keyboard.
- Drums- A type of musical instrument
- Melody- A series of different sounds in a piece of music
- Dynamics – How loud or quiet the music is.

### New vocabulary:

- Freestyle- A style of improvisation, with or without instrumental beats, in which lyrics are performed.

## By the end of this unit:

**All children can:** understand that songs have a musical style; **recognise** and **name** some of the instruments they hear; and **be** a rapper and **find** a pulse.

**Most children can:** play a three-note instrumental part accurately and in time; and **sing** and **rap** together in time.

**Some children can:** understand the difference between rhythm and pulse.

## Background understanding for teachers and parents:

This unit is focused around a fun Christmas song: 'Ho, Ho, Ho!' by Joanna Mangona. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise the following songs:

- Bring Him Back Home (Nelson Mandela) by Hugh Masekela
- Suspicious Minds by Elvis Presley
- Sir Duke by Stevie Wonder
- Fly Me to the Moon by Frank Sinatra

## Curriculum Driver (one):

Communication

### Evidence outcome:

To communicate using their voices and playing musical instruments.