

*Inspiring and enabling our school community to live life to the full*



**YEAR 2**

**Subject: Music**  
**Unit Title: Grandma Rap**

**Characteristics of an Effective Learner**

Courage  
Commitment  
Collaboration  
Creativity  
Curiosity

**Prior Learning:**

Reception: Children sung action songs with changes in speed. They improvised a vocal/physical soundscape about mini beasts. They invented and performed actions for new verses of a known song and sing a song whilst performing a sequence of dance steps. Children learnt to identify change in tempo and how to maintain a beat with actions.  
Year 1: Children responded to musical characteristics through movement. Children experimented with timbre to create aquarium-inspired music and drew the sounds using graphic symbols. They learnt to sing a song in unison rhythmically and in tune. They composed word patterns and chanted together rhythmically, marking rests accurately. Children learnt to clap a rhythm as well as the beat. They created musical phases from new word rhythms that they invented. Children developed a secure understanding of pitch and rhythm.  
Year 2: In term 1, invented simple patterns using voices and body percussion. They structured compositional ideas into a bigger piece.

**Key Vocabulary taught in this unit:**

Duration: beat, duration actions  
'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest), rhythm.  
Pitch: pitch shape.  
Structure: 4-beat rhythm.  
Tempo: steady beat.  
Texture: round.  
Other: stick notation, melody, pitch, musical score, unison,

**Intent: What do we want the children to know, be able to do by the time they complete this unit)?**

Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.  
Chant Grandma rap rhythmically, and perform to an accompaniment children create.  
Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.  
Learn a clapping game to Hi lo chicka lo that shows the rhythm.  
Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).

**Objectives**

**National Curriculum for Music KS1 coverage:**

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.

**Model Music Curriculum YEAR 2 coverage:**

Sing songs regularly with a pitch range of do-so ( e.g. C-G) with increasing vocal control.  
Sing songs with a small pitch range, pitching accurately.

Listen to recorded performances.

Use music technology to capture, change, and combine sounds.

Understand that the speed of the beat can change, creating a faster or slower pace (tempo).

Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.

Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.

Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.

Identify the beat groupings in familiar music that they sing regularly and listen to.

Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchets rests.

Create and perform their own chanted rhythm patterns with the same stick notation.

Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).

**Song Bank:**

Grandma rap; Hip hop songwriting backing track; Supercalifragilisticexpialidocious; Hi lo chicka lo.

**Watch/Listen/Move:**

Walk and stop, Copy my actions, and Stepping durations videos from Sing Up's Developing musicianship toolkit.

Hi lo chicka lo progression snapshot 2 videos (Sing Up).

Marble machine (Wintergatan).

Supercalifragilisticexpialidocious lyric video (Sherman & Sherman).

**Impact / Outcome:**

**What will the final product / result be?**

Children can perform in a round.

Children confidently chant and play rhythms from stick notation (crotchet, quavers, crotchet rest).

Children confidently perform a clapping game to Hi lo chicka lo that shows the rhythm.

Children compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.

Children confidently chant the Grandma rap rhythmically and perform to the accompaniment they have created.

**P4C Inquiry where appropriate)**