

# Year 2 – Friendship Song

Summer 1

## KEY SKILLS

### Singing

Learn about voices singing notes of different pitches (high and low).

- Learn that they can make different types of sounds with their voices - you can rap (spoken word with rhythm).
- Learn to find a comfortable singing position.
- Learn to start and stop singing when following a leader.

### Playing Instruments

Treat instruments carefully and with respect.

- Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).
- Play the part in time with the steady pulse.
- Listen to and follow musical instructions from a leader.

### Improvisation

Use the improvisation tracks provided.

Improvise using the three challenges:

1. Clap and Improvise - Listen and clap back, then listen and clap your own answer (rhythms of words).
2. Sing, Play and Improvise - Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.
3. Improvise! - Take it in turns to improvise using one or two notes

### Composition

- Help create three simple melodies with the Units using one, three or five different notes.
- Learn how the notes of the composition can be written down and changed if necessary.

## Sequence of learning:

- Start to learn the song 'The Friendship Song'
- Sing the song and play instrumental parts within the song
- Sing the song and improvise using voices and/or instruments within the song
- Sing the song and perform composition(s) within the song
- Choose your performance today. Start to prepare for the end-of-unit performance



## Facts/info:

This is a song about being friends.

## Key vocabulary

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.
TEMPO	The speed of the music; fast or slow or in-between.
DYNAMICS	How loud or quiet the music is.
MELODY	Another name for tune.
PERFORMING	Singing and playing instruments for others to hear.
COMPOSING	Creating and developing musical ideas and 'fixing' them.
IMPROVISING	To make up a tune and play it on the spot. There is an assumption that it can never be recreated.

## Final outcome:

To improvise and compose a simple melody during the coda section