

## Speaking and listening medium term plan – Y2

Class: Paddington Bear Class

Term: Autumn A

Story: Last Stop on Market Street/The Journey Home.

Whole school topic: Reading for Pleasure.

Main topic focus: Exploring West African call and response songs through animals

**Main skill to acquire:**

**Share my thoughts and ideas through speaking to groups of people I am familiar with.**

Week	Teaching	Practising
2	Put the words 'timbre', 'tempo' and 'dynamics' on the board with picture prompts. Think aloud about what one of them might mean to show how you can share thoughts and ideas with the group. Model how to choose an appropriate instrument to describe an elephant, thinking out loud about the kind of sound 'timbre' or the 'dynamics' or the 'tempo' you will need.	Children share with a partner what they think the other two words might mean. Ideas are collected. Children guess the animal sounds by listening carefully to the 'timbre'. They imitate the sounds paying attention to 'timbre', 'dynamics' and 'tempo'. They then work in a group of three to select the right 'timbre' of sound for an animal, improving their ideas by thinking about the 'dynamics' and the 'tempo'.
3	Put key words from last time on the board with picture prompts. Do some thinking out loud about 'timbre'. Listen to one of the animal sounds and talk about it using musical vocabulary. Put word 'rhythm' on the board and ask the children to show one. Share your ideas out loud about 'rhythm' being a mixture of long and short sounds.	Children talk to their partners about 'dynamics' and 'tempo' using the picture prompt to help. They then talk about an animal sound using musical vocabulary. Children listen carefully to the bata drum and marimba music 'Accralate' by Kevin Macleod and identify an instrument they can hear or what the music reminds them of. Children imitate African animal rhythm patterns from notation.
4	Put the word 'rhythm pattern' on the board and talk to a TA about the difference between that and a 'pulse'. Demonstrate 'call and response' by chopping an African animal rhythm in two and getting an adult or child to do the response part.	Children imitate African animal rhythm patterns, one group keeping a pulse. Children then say and clap the responses of the African animal rhythm patterns. They sing the response of the song 'Che Che Kule' and add actions.
5	Show the words 'Call and response' and demonstrate what you think it means by doing an animal rhythm pattern call and response with another adult or a child.	Children imitate other rhythm patterns then sing the call and response song with half the class being the call and half the class being the response. Children use questions and answers about animals to work with a partner to create a call and response saying and tapping out the rhythm of the words.
6	Put the words 'call and response' on the board and ask the children to help you think of an example. Show 'dynamics' and ask them to give ideas of how to change these in the example given.	Children perform 'Che Che Kule' in two groups and then put together a performance of their call and response rhythm patterns changing the dynamics.
7	Talk to the children about Errollyn Wallen and how she was influenced by the history of slavery when she composed 'Mighty River'. Some of the tunes were composed and sung by slaves and she wove them into her piece.	Children listen to the piece and describe 'timbre', 'dynamics' and 'tempo' or contrasting sections.
8	Talk with the children about what kinds of sounds a steam train might make. Listen to a steam train. Share your ideas using musical vocabulary like 'timbre', 'dynamics' or 'tempo'.	Children listen to 'The Little Train of Kaipira' and describe the 'timbre', 'dynamics' and 'tempo' of sounds used to describe the train. They share these ideas with others in their group.