

# Teacher Assessment – Friendship Song – Year 2, Unit 5

**Black text:** Most children will be working at this expected standard.

**Aqua text:** Others will be working at greater depth.

## 1 — Listening: Friendship Song

The children can

- Find the pulse and know that this Unit is about being friends. **Others will understand that songs have a musical style.**
- Recognise and name some of the instruments they hear: Keyboard, drums, bass, a female singer, a glockenspiel. **Others will recognise all or many of the instruments they can hear.**

## 2 — Musical Activities

**Find the pulse (a steady heartbeat)**

- Decide how to find the pulse.

**Clap rhythms (long + short sounds)**

- Clap the rhythm of their name.
- Clap the rhythm of their favourite colour.
- **Create their own rhythms for the class to copy back.**

**Sing:** In two parts.

**Play instrumental parts**

- Play accurately and in time.
- Most play E + G.
- Some will play C.

**Improvise**

- In the lessons and as part of the performance.
- Most will use C.
- **Some will use C + D.**

**Compose**

- A simple melody using simple rhythms, and use as part of the performance.
- Most will use E + G.
- **Some will use E, G A + B.**

## 3 — Perform & Share

Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?

### Teacher's Notes



**Theme:** Being friends

**Instruments needed:** Glocks and/or untuned percussion, or any instrument the children are learning to play.

**Listening** to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

**Vocabulary:** Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.

**Most children** should know that music has a steady pulse. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Some will know that rhythms are different from the pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments.

**Others will create their own rhythms.**