

Final Outcome: We are working towards performing a range of songs with accompaniment, movement and improvisation.

Component 6: To use a range of performance and accompaniment skills to confidently perform songs.

What we will know after this sequence:

- Children will be able to confidently perform a song using a range of performance skills.
- They will learn and perform agreed changes and extensions to their songs.
- Some children will be able to sing and play percussion instruments simultaneously.



Vocabulary: Perform, improve, analyse

How will this feed into my next learning:

Pupils will use their knowledge of performing to give a polished performance to an invited audience.

SEND: Awareness of sensory sensibilities, encourage social integration for group work, acknowledge confidence issues.

Component 4: To compose and perform a call and response song as a leader and responder. (Consider Yourself)



What we will know after this sequence:

- Children will be able to sing a song accurately, with clear diction and well-tuned phrases and high notes.
- They will be able to explain the features of a call and response structures and create 8-beat rhythmic phrases to create their own call and response sequence.
- They will be able to create and perform a rap.

Vocabulary: Call and response, phrase, pulse, beat, rhythm, solo, unison.

How will this feed into my next learning:

Pupils will use their knowledge of performance as a leader and responder to improve a musical performance using accompaniment.

SEND: Awareness of sensory sensibilities, encourage social integration for group work, acknowledge confidence issues.

Component 5: To improve a musical performance through the use of accompaniment. (Baiao de Ninar)

What we will know after this sequence:

- Children will be able to perform a round with confidence and increasingly accurate pitch.
- They will be able to play a phrase by ear on tuned percussion.
- They will use untuned and tuned percussion instruments and body percussion to arrange an accompaniment for the song.

Vocabulary: Choreography, improvisation, compose, bossa nova, round, unison, harmony, melody, step, semi-tone.

How will this feed into my next learning:

Pupils will use their knowledge of accompaniment to produce a polished performance.

SEND: Awareness of sensory sensibilities, encourage social integration for group work, acknowledge confidence issues.



Component 3: To create and perform an ostinato accompaniment (Tongo)

What we will know after this sequence:

- Children will be able to play some simple chords on a ukelele.
- Children will be able to create an ostinato accompaniment using ukelele chords.
- Children will be able to create an overall performance putting together singing, untuned percussion and ukelele.



Vocabulary: Accompaniment, ostinato, rhythm, melody, pulse, improvisation, texture.

How will this feed into my next learning:

Pupils will use their knowledge of performance to create and perform a call and response piece.

SEND: Awareness of sensory sensibilities, encourage social integration for group work, acknowledge confidence issues.

Component 2: To accompany a song (Tongo)

What we will know after this sequence:

- Children will be able to sing a call and response song in two parts with confidence.
- Children will be able to accompany a song with tuned and untuned percussion and body percussion.
- Children will improve performance skills through practice and group performance.



Vocabulary: Accompaniment, ostinato, rhythm, melody, pulse, improvisation.

How will this feed into my next learning:

Pupils will use their knowledge of song accompaniment and performance to create an ostinato accompaniment.

SEND: Awareness of sensory sensibilities, encourage social integration for group work, acknowledge confidence issues.

Component 1: To understand and change the structure of a song. (I wish I knew how it would feel to be free)

What we will know after this sequence:

- Children will be able to sing a song with confidence, adding movement and gesture.
- They will be able to identify and follow phrasing, texture and structure.
- They will compose new lyrics and use this to change the structure and create a new song or rap.
- They be able to use technology to create a backing rhythm track for the song using an appropriate tempo.

Vocabulary: Phrasing, texture, structure, syncopation, rhythmic, lyrics, compose, tempo.

How will this feed into my next learning:

Pupils will use their knowledge of the musical components of a song to improve performance.

SEND: Awareness of sensory sensibilities, encourage social integration for group work, acknowledge confidence issues.