

Final Outcome: To perform and compose a range of playground songs from across the world, compare and contrasting their features.

Component 6: To learn a harmony and accompaniment of a two-part song: A young Austrian (African American playground song)

What we will know after this sequence:

- Children will be able to sing the harmony part of a two-part song accurately, with actions and sound effects
- They will play an accompaniment to a song
- They will create new words to fit with an existing melody



Vocabulary: Chords, timbre, pitch, melody, harmony, waltz time

How will this feed into my next learning:

I will use my knowledge of playground songs from different countries and cultures to compare and contrast songs from different areas in the world.

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

Component 4: To explore the use of call and response in vocal music: Plynie statek (Polish Playground song) 1

What we will know after this sequence:

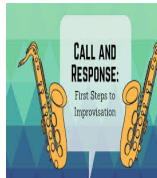
- Children will sing songs with a call-and-response structure, incorporating actions and changes of tempo
- They will use tuned percussion to accompany a song
- They will improvise using tuned percussion movement, instruments and new lyrics

Vocabulary: Accelerando, tempo, pulse, beat, rhythm, D minor, call and response, solo, unison, ostinato, accompaniment, improvise

How will this feed into my next learning:

I will use this knowledge to explore improvisation using tuned percussion.

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



Component 5: To explore improvisation using tuned percussion: Plynie statek (Polish Playground song) 2

What we will know after this sequence:

- Children will know how to create a call and response improvisation using tuned percussion
- They will be able to identify and play the notes DEFGA on percussion instruments
- They can demonstrate how to listen carefully and respond appropriately
- They can show improvise an eight-beat pattern on three or five notes.



Vocabulary: Accelerando, tempo, pulse, beat, rhythm, D minor, call and response, solo, unison, ostinato, accompaniment, improvise

How will this feed into my next learning:

I will use this knowledge to learn a harmony and accompaniment of a two-part song.

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

Component 3: To explore the use of rhyming couplets in song: Juba (African American Playground) 2

What we will know after this sequence:

- Children will know how to perform Juba with confidence and poise
- They can describe the use of rhyming couplets in the playground song
- They can compose a new verse or rhyming couplet for Juba or their own song



Vocabulary:

Rhyming couplets, rhythm, rhyme, verse

How will this feed into my next learning:

I will use this knowledge to explore the use of call and response in music.

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

Component 2: To explore phrasing, texture and song structure: Juba (African American Playground) 1

What we will know after this sequence:

- Children will enhance musical expression through actions and lyrics
- They will gain an understanding of phrasing, texture and song structure
- They can create a group performance using movement, instruments and new lyrics

VERSE	CHORUS	VERSE	CHORUS	BRIDGE	CHORUS
A	B	A	B	C	B

Vocabulary: Ascending, descending, beat, pulse, back-seat, tone, phrase, ostinato, outro(coda), verse and chorus

How will this feed into my next learning:

I will use this knowledge to then explore rhyming couplets in more detail.

SEND: Awareness of sensory sensitivities, encourage social integration for group work.

Component 1: To learn and improvise from a song: This Little Light of Mine

We should know:

- How to repeat a rhythm using clapping or percussion instruments.
- What the terms pitch, tone and melody mean.

What we will know after this sequence:

- Children will sing in a blues/gospel style with expression and dynamics
- They can improvise using the voice and tuned percussion on the notes of the pentatonic scale
- They can choreograph a performance with an improvised section

Vocabulary: Pentatonic, blues note, verse, chorus, off-beat, melody, accompaniment, improvise

How will this feed into my next learning:

I will use my knowledge today to explore phrasing, texture and song structure.

SEND: Pre-teach key vocabulary using multi-sensory approach, awareness of sensory sensitivities, encourage social integration for group work.

