

Final Outcome: To record a performance of 'When I grow Up' that includes several different parts

Component 6: Performance

What we will know after this sequence:

Pupils will learn 'When I Grow Up' from Matilda. They will look at why the timing is a little complicated. Pupils will sing both as a solo and independently. They will be able to keep time and sing the correct melody.

Vocabulary:

Performance, melody, unison, solo, theatrical performance, solo, group, beat, rhythm,

SEN: Use of noise cancelling headphones. Pupils to also be free to just discuss and give opinions about the beats in the lesson if they are to embarrassed or shy to perform individually or as a group. Pupils to also have the option of being a conductor too if they don't want to sing as this still develops and improves their musicality.



Component 4: Singing in two-parts

What we will know after this sequence:

Pupils will be able to sing an independent line as part of an ensemble. Listen to the song 'Inchworm' on YouTube. Listen to the song. Learn the first part – the '2 + 2 are 4'. Then teach the second part 'inchworm, inchworm'. Choose a confident singer to sing part 2 over part 1. Pupils will remember why it is important to keep time.

Vocabulary:

Parts, time, rhythm, beats, awareness,

How will this feed into my next learning:

Pupils will repeat more complicated melodies

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Component 5: Repeating more complicated melodies

What we will know after this sequence:

Pupils will complete some q and a warm-ups using Boom Chicka Boom. Learn 'White sands and grey sands' off YouTube. Learn through q and a. The second song is more complicated. Can they repeat?

Vocabulary:

Repetition, melody, pitch, tone, volume, rhythm, beat, projection

How will this feed into my next learning:

Pupils will perform a song from start to finish using all the components learnt over the term.

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Component 3: Singing in rounds

What we will know after this sequence:

Pupils will understand what is meant by a 'round'. Complete this through using Row, Row, Row your boat – first in unison, then in two parts, then three etc. Repeat with 'I like the flowers'. Harmonies are produced through this method. Pupils need to practise ignoring what they can hear around them and only focusing on what their group is doing.

Vocabulary:

Round, unison, harmonies, pitch, tone, volume, projection, timing, beat

How will this feed into my next learning:

Pupils will use their knowledge of singing in a round and in unison to then try to sing more complicated melodies. They will also practise giving their own opinion towards songs and musical compositions.

SEN: Use of noise cancelling headphones. Pupils to also be free to just discuss and give opinions about the beats in the lesson if they are to embarrassed or shy to perform individually or as a group. Pupils to also have the option of being a conductor too if they don't want to sing as this still develops and improves their musicality.



Component 2: Singing in Unison

What we will know after this sequence:

Pupils will learn how to effectively sing in a unison and investigate what happens when just one or two people begin to sing out of time. They will learn some vocal warm ups

and the importance of doing so. They will mainly learn the song aurally through call and response, but will have the notation in front of them to begin getting used to this.

Vocabulary:

Aural, oral, vocal, notation.

How will this feed into my next learning:

Pupils will use their knowledge of singing to a beat to then try to sing in a round. They will also practise giving their own opinion towards songs and musical compositions.

SEN: Use of noise cancelling headphones. Pupils to also be free to just discuss and give opinions about the beats in the lesson if they are to embarrassed or shy to perform individually or as a group. Pupils to also have the option of being a conductor too if they don't want to sing as this still develops and improves their musicality.



Component 1: Keeping the Beat

What we should already know:

Pupils should already know some instruments that can be used to keep the beat.

What we will know after this sequence:

Pupils will be able to keep a steady beat. They will understand the importance of keeping a beat and learn ways in which to ensure their beat is steady. They will listen to different songs in different time signatures and keep the beat using their body and/or instruments. They will understand the rhythm of words and will relate this back to poetry.

How will this feed into my next learning:

Pupils will understand the importance of singing in time to the beat when singing in unison.

Vocabulary:

Time signature, beats, rhythm, steady

SEN: Use of noise cancelling headphones. Pupils to also be free to just discuss and give opinions about the beats in the lesson if they are to embarrassed or shy to perform individually or as a group.

