

**Component 6: Performance.**

**What we will know after this sequence:**

- Pupils will be able to perform in a group together with a good sense of ensemble.
- Pupils will be able to create a melody from notes in the C major scale.  
Pupils will be able to sing syncopated rhythms accurately and sing in group harmony, pitching starting notes accurately.

**Vocabulary:** our-bar phrases, ABC structures cat syllables, syncopation, harmony, chord, triad, melody.

**How will this feed into my next learning:** Final performance of both songs filmed for parents and the website.

**SEND:** Pupils are supported by a Ta in the final performance to feel confident and ready before being filmed.



**Component 4: Singing together.**

**What we will know after this sequence:**

- Pupils will be able to compose a syncopated melody using notes of the C major scale.
- Pupils will all work together to create a unified group performance.
- Pupils will be able to perform rhythms based on word patterns as a group.
- Pupils can sing the melodic echoes with attention to the phrasing  
compose a song using the same chord sequence.

**Vocabulary:** pulse, beat, layers, 'scat' singing, syncopation.

**How will this feed into my next learning:** Sing the song through a few times until they are performance ready - encourage everyone to clap on the first and third beats of every bar:

**SEND:** Images and vocab mats used to explain the meaning of rhythm and melodies.

Symbol	Name	Number per bar (4/4)	Rest
○	Semibreve	1 per bar	—
♪	Minim	2 per bar	—
♩	Crotchet	4 per bar	—
♫	Quaver	8 per bar	—
♬	Semiquavers	16 per bar	—

**Component 5: To play a range of chords.**

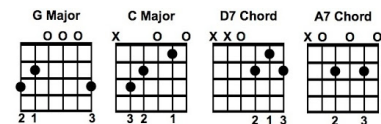
**What we will know after this sequence:**

- Pupils will be able to lead or conduct the group in a performance from a rhythm grid.
- Pupils will be able to play one chord in a sequence identifying whether it's a major or minor.
- Pupils will begin to create and perform a call-and-response song around a C major triad sing in harmony while clapping rhythms.

**Vocabulary:** syncopation, swung rhythm, echo, phrase, call-and-response, solo, three-part harmony.

**How will this feed into my next learning:** Pupils will all be able to develop their compositions into call-and-response songs comprising three calls and three harmonised responses.

**SEND:** Children are supported to play different chords - they might benefit from pre-teach sessions ahead of this lesson.



**Component 3: Composing a song with a chordal accompaniment.**

**What we will know after this sequence:**

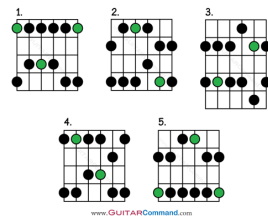
- Pupils will be able to use their voices to demonstrate ascending (rising) and descending (falling) phrases.
- Pupils will be able to sing the melody accurately and smoothly.  
Pupils can sing a pentatonic scale creating positive phrases about their peers.
- Pupils will be able to compose a short piece using a pentatonic scale.
- Pupils will be able to sing the response phrase and then play accurately on pitched instruments - playing the notes for one chord as part of the accompaniment.

**Vocabulary:** C major scale, arpeggio, chromatic, phrases, pentatonic, chord.

**How will this feed into my next learning:**

Pupils will use their learning in their own compositions.

**SEND:** Support from ta to understand the different chordal elements.



**Component 2: Perform a call-and-response song.**

**What we will know after this sequence:** All pupils will be able to clap rhythms led by the teacher.

- Using the music of Glenn Miller as a backing, all children are to mime playing the different instruments of a swing band: trombone, saxophone, trumpet, drums, piano.
- Pupils will be able to sing an ascending and descending arpeggio figure (C-E-G-E-C) to different sounds: eg. ba, da, du, zu, wah.
- Pupils will be able to clap rhythms from the song while the teacher taps the pulse.
- Pupils can work out which phrase is being played at each moment.
- Pupils will be able to make their voices sound like trumpets.
- Pupils can sing the main melody of a song with accuracy of pitch and rhythm.

**Vocabulary:** texture, structure, syllable, melody, pitch, rhythm.

**How will this feed into my next learning: Understand rhythms and how these create different moods to music.**

**SEND:** Images and vocab mats used.



**Component 1: Introducing the class to their new song - Hey Mr Miller - a song with three layers in a jazz-swing style.**

**We should know:** About Glenn Miller, his music and how important his music was in History.

**What we will know after this sequence:**

- Pupils will be able to sing a syncopated melody accurately and in tune.
- Pupils will be able to sing in tune and change their volume and pitch.
- Pupils can perform in a group with a good sense of ensemble and collaboration.
- Pupils will be able to compose a syncopated melody using notes of the C major scale.

**Vocabulary:** pitch, duration, tempo, C major scale, arpeggio, chromatic, melody.

**How will this feed into my next learning:** Pupils will be able to explain what a melody is and sing in tune working towards a performance.

**SEND:** Children will be able to sing with their peers and have support from others and work in a group.

