



<b>Prior Learning</b>	
Children may have looked at Africa in Geography lessons so may be familiar with some of language used. Children will be familiar with some of the musical vocabulary that is looked at as it will have been taught in previous music lessons.	
<b>Key vocabulary for this unit</b>	
A capella Break Call and response Chords Chord progression Diction Djembe Duo Dynamics Eight-beat break Ensemble Expression Improvisation Major chord Master drummer	Metronome Performance Polyrhythms Pronunciation Pulse Ostinato Rests Rhythm Soloist Syncopation Tempo Tuned percussion Unaccompanied Vocals
<b>Learning Sequence</b>	
<b>1. Shosholoza a cappella</b>	<ul style="list-style-type: none"> <li>To sing a traditional African song unaccompanied.</li> </ul>
<b>2. Playing Shosholoza</b>	<ul style="list-style-type: none"> <li>To use tuned percussion to play a chord progression.</li> </ul>
<b>3. The Shosholoza show</b>	<ul style="list-style-type: none"> <li>To use vocals or tuned percussion to perform a piece of music.</li> </ul>
<b>4. Drumming away to Africa</b>	<ul style="list-style-type: none"> <li>To play call and response rhythms using percussion instruments.</li> </ul>

<b>5. Eight-beat breaks</b>	<ul style="list-style-type: none"> <li>• To create an eight-beat break to play within a performance.</li> </ul>
<b>Assessment milestones</b>	
<p><b>Working Musically:</b></p> <ul style="list-style-type: none"> <li>• Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>• Comparing, discussing and evaluating music using detailed musical vocabulary.</li> <li>• Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> <li>• Improvising coherently within a given style.</li> <li>• Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li> <li>• Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li> <li>• Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</li> <li>• Using staff notation to record rhythms and melodies.</li> </ul>	<p><b>Music Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.</li> <li>• To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.</li> <li>• To understand that major chords create a bright, happy sound.</li> <li>• To know that poly-rhythms means many rhythms played at once</li> </ul>