

'Sammy Writes A Song' – adapting activities for each stage

	Early Stage 1	Stage 1	Stage 2	Stage 3
<p>Performing (Singing/playing/moving)</p>	<ul style="list-style-type: none"> - Learning the words and melody of the song - Singing in time - Imitating rhythm/melodic patterns of the 'bom bom boms' and 'na na nas' sung and played in the song - singing loudly and softly in different parts of the song - singing the different melodic layers of the song 	<ul style="list-style-type: none"> - Learning the words and melody of the song - Singing/moving in time and maintaining a steady beat with body percussion - Demonstrate rhythm/melodic patterns of the 'bom bom boms' and 'na na nas' sung and played in the song - singing loudly and softly in different parts of the song - singing the different melodic layers of the song 	<ul style="list-style-type: none"> - Singing the song in tune and in time - Maintaining a steady beat with body and instrumental percussion - Demonstrate rhythm/melodic patterns of the 'bom bom boms' and 'na na nas' sung and played in the song and represent with hand movements representing high and low - singing loudly and softly in different parts of the song - singing the different melodic layers of the song and maintaining a balance of volume 	<ul style="list-style-type: none"> - Singing the song in tune and in time with actions - Maintaining a steady beat with body and instrumental percussion - Demonstrate rhythm/melodic patterns of the 'bom bom boms' and 'na na nas' sung and played in the song and perform simultaneously - singing loudly and softly in different parts of the song - singing the different melodic layers of the song and maintaining a balance of volume
<p>Organising sound</p> <p>By organising sound through listening, imitation and experimentation + symbols</p>	<ul style="list-style-type: none"> - Playing and singing the 'rhythm of the words' - experimenting with different words to end the song lines - Using body percussion to play the beat and the rhythm - using body percussion on different high and low parts of the body e.g. shoulders and knees to play along with the song - creating an original song in a similar structure 	<ul style="list-style-type: none"> - Playing and singing the 'rhythm of the words' - experimenting with different words to end the song lines - Using body percussion to play the beat and the rhythm - using body percussion on different high and low parts of the body e.g. shoulders and knees to play along with the song - creating an original song in a similar structure 	<ul style="list-style-type: none"> - Playing and singing the 'rhythm of the words' and maintaining a beat with body percussion - experimenting with different words to end the song lines and creating new lines for the song - using body percussion on different high and low parts of the body e.g. shoulders and knees to play along with the song - creating an original song in a similar structure and performing 	<ul style="list-style-type: none"> - Playing and singing the 'rhythm of the words' and maintaining a beat with body percussion - experimenting with different words to end the song lines and creating new lines for the song - using body percussion on different high and low parts of the body e.g. shoulders and knees to play along with the song and create suitable actions - creating an original song in a similar structure and performing
<p>Listening</p> <p>By responding to music through performing and organizing sound activities and identifying simple features of this music</p>	<ul style="list-style-type: none"> -identifying instrumental and vocal sounds which are playing the beat - identifying instrumental and vocal sounds which are playing the rhythm - identifying the high and low sounds in the song - recognizing the voices of Sammy, Grizelda and the backing band singers - recognizing the sounds of the hi-hat cymbal, the snare drum, the rhythm, lead and bass guitars - listening to and recognizing the sections of the song by: starting to sing after the 'count in'. 	<ul style="list-style-type: none"> -identifying instrumental and vocal sounds which are playing the beat - identifying instrumental and vocal sounds which are playing the rhythm - identifying the high and low vocal and instrumental sounds in the song - recognizing and naming the voices of Sammy, Grizelda and the backing band singers - recognizing the sounds of the hi-hat cymbal, the snare drum, the rhythm, lead and bass guitars - listening to and recognizing the sections of the song by: starting to sing after the 'count in' and recognizing the different layers in the song 	<ul style="list-style-type: none"> -identifying and naming instrumental and vocal sounds which are playing the beat - identifying and naming instrumental and vocal sounds which are playing the rhythm - identifying and naming the high and low vocal and instrumental sounds in the song - recognizing and naming the voices of Sammy, Grizelda and the backing band singers - recognizing and naming the sounds of the hi-hat cymbal, the snare drum, the rhythm, lead and bass guitars - listening to and recognizing the sections of the song by: starting to sing after the 'count in', recognizing the different layers and identifying the verse and chorus, 	<ul style="list-style-type: none"> -identifying by name and imitating instrumental and vocal sounds which are playing the beat - identifying by name and imitating instrumental and vocal sounds which are playing the rhythm - identifying by name and imitating the high and low vocal and instrumental sounds in the song - recognizing and imitating the voices of Sammy, Grizelda and the backing band singers - recognizing and naming the sounds of the hi-hat cymbal, the snare drum, the rhythm, lead and bass guitars and imitating some of these rhythmic layers - listening to and recognizing the sections of the song by: starting to sing after the 'count in', recognizing the different layers and identifying by name the sections of the song e.g. verse, chorus, outro, bridge.