

'Funge alafia': 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"> learn meaning of song sing with actions perform actions with no words add simple ostinato accompaniment on the beat (non-melodic) 	<ul style="list-style-type: none"> learn meaning of song sing with actions perform actions with no words identify same and different aspects of melody add simple ostinato accompaniment on the beat (non-melodic) sing as a call and response 	<ul style="list-style-type: none"> learn meaning of song sing with actions perform actions with no words add simple ostinato accompaniment on the beat (non-melodic) identify same and different aspects of melody sing as a call and response sing in a circle formation perform as a round in double circle formation perform class arrangement 	<ul style="list-style-type: none"> learn meaning of song sing with actions perform actions with no words add simple ostinato accompaniment on the beat (non-melodic) identify same and different aspects of melody sing as a call and response sing in a circle formation perform as a round in double circle formation perform body percussion accompaniment accompany song with body percussion pattern perform class arrangement in groups
<p>Organising sound</p>	<ul style="list-style-type: none"> explore different ways of greeting people 	<ul style="list-style-type: none"> explore different ways of greeting people explore the effects of changing dynamics and tone colour of spoken greetings 	<ul style="list-style-type: none"> explore different ways of greeting people explore the effects of changing dynamics and tone colour of spoken greetings develop a structure in rondo form using the song and spoken greetings devise an introduction and coda (ending) 	<ul style="list-style-type: none"> explore different ways of greeting people explore the effects of changing dynamics and tone colour of spoken greetings develop a structure in rondo form using the song and spoken greetings devise an introduction and coda (ending) arrange performance to incorporate song, actions, body percussion and instrumental parts
<p>Listening</p>		<ul style="list-style-type: none"> draw an imaginary line in the air to represent melodic contour 	<ul style="list-style-type: none"> draw an imaginary line in the air to represent melodic contour 	<ul style="list-style-type: none"> draw an imaginary line in the air to represent melodic contour reflect on own and others performance arrangements.