**UKS2**

| Celebrations |
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|  | Session 1Everybody loves saturday night | Session 2 Celebrate | Session 3Fanfares | Session 4Tune up and play | Session 5Down beats | Session 6Our celebration |
| Learning Objective: | To sing a celebratory song in unison and three parts, adding tuned instruments for the chorus. | To sing and perform ostinati to an arrangement of the song, 'Celebrate'. | To rehearse and perform a song in four parts. | TTo study song structure | To play together as an ensemble. | To perform an ensemble |
| Concept focus : | PerformingNotation | PerformingStructure | Structure Performing | Structure | Structure Performing | Performing |
| Assessment: | B:There are some good examples of descriptions of music that use a wide range of musical language.A: There are good examples of increasingly appropriate choices in musical language to describe musicE: Well-chosen musical language is used to describe pieces from a wide range of contexts. | B: There are some good examples of the use of standard musical notation to play and transcribe music.A: There is a growing ability to use standard musical notation to play and transcribe music.E:Simple pieces are played from and transcribed by standard notation with some fluency. | **B: There are some good examples of adaptation of some elements of pieces to create new ones.****A: There is a growing confidence in and ability to create pieces that combine a variety of musical devices.****E: Well-structured pieces that combine a variety of musical devices are developed in a wide range of contexts.** | B: There are some good examples of following an example to sing expressively and in tune.A: Decisions on how to express a piece are developing and tuning is generally accurate.E: Excellent performances show well-judged decisions on how to express a piece, and accurate tuning. | B: There are some good examples of following an example to sing expressively and in tune.A: Decisions on how to express a piece are developing and tuning is generally accurate.E: Excellent performances show well-judged decisions on how to express a piece, and accurate tuning. | B: There are some good examples of adaptation of some elements of pieces to create new ones.A:There is a growing confidence in and ability to create pieces that combine a variety of musical devices.E: Well-structured pieces that combine a variety of musical devices are developed in a wide range of contexts. |
| Task ideas including differentiation: | Activity 1;Everybody loves Saturday nightLearn the chorus. Interpret how the song makes you feel.Activity 2;Everybody loves harmonySinging in a roundActivity ;Saturday Night BandLearn and play a Melody. | Activity 1;Ostinato timeSing in a roundActivity 2;Celebrate chorusFocus on structureActivity 3;Celebrate introductionLearn the song to perform | Activity 1;Celebrate with fanfaresFocus on the structureActivity 2; Arranging a celebrationMake an arrangement of the song to perform.Activity 3;Celebrate in style!Create a performance using imaginative staging. | Activity 1;Tune up and playSIng the song in echo.Activity 2;Bridge and chorusFocus on the bridge and chorus of the song.Activity 3;Song performancePerform | Activty 1; DownbeatsUse body percussionActivity 2;Ready, go!Focus on rhythmActivty 3;Bringing it all togetherRecord a performance of the song to analyse on playback | Activity1;Tune up and play ostatiRevisit song to learnActivity2; Finishing touchesRehearse instrumental performanceActivity 3; Our celebrationperform! |
| Outcomes : | **Working Wall** .**Class book** | **Working Wall****Class book** | **Working Wall****Class book** | **Working Wall****Class book** | **Working Wall****Class book** | **Working Wall****Class book** |
| Resources : | * Music Express

 Voiceinstruments | * Music Express

voice instruments | * Music Express

voiceinstruments | * Music Express

voiceinstruments | * Music Express

voicebody percussioninstruments | * Music Express

voicebody percussioninstruments |
| Vocabulary: | HarmonyRhythm | Structure | arrangement | Bridgechorus | ensemble | ensemble |