**UKS2**

| Celebrations | | | | | | |
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|  | Session 1  Everybody loves saturday night | Session 2  Celebrate | Session 3  Fanfares | Session 4  Tune up and play | Session 5  Down beats | Session 6  Our 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 : | Performing  Notation | Performing  Structure | 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 music  E: 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 night  Learn the chorus. Interpret how the song makes you feel.  Activity 2;Everybody loves harmony  Singing in a round  Activity ;Saturday Night Band  Learn and play a Melody. | Activity 1;Ostinato time  Sing in a round  Activity 2;Celebrate chorus  Focus on structure  Activity 3;Celebrate introduction  Learn the song to perform | Activity 1;Celebrate with fanfares  Focus on the structure  Activity 2; Arranging a celebration  Make an arrangement of the song to perform.  Activity 3;Celebrate in style!  Create a performance using imaginative staging. | Activity 1;Tune up and play  SIng the song in echo.  Activity 2;Bridge and chorus  Focus on the bridge and chorus of the song.  Activity 3;Song performance  Perform | Activty 1; Downbeats  Use body percussion  Activity 2;Ready, go!  Focus on rhythm  Activty 3;Bringing it all together  Record a performance of the song to analyse on playback | Activity1;Tune up and play ostati  Revisit song to learn  Activity2; Finishing touches  Rehearse instrumental performance  Activity 3; Our celebration  perform! |
| 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   Voice  instruments | * Music Express   voice  instruments | * Music Express   voice  instruments | * Music Express   voice  instruments | * Music Express   voice  body percussion  instruments | * Music Express   voice  body percussion  instruments |
| Vocabulary: | Harmony  Rhythm | Structure | arrangement | Bridge  chorus | ensemble | ensemble |