

YEAR 6

Celebrations

Scheme of Work

Introduction

Using four celebrations from around the world, Chinese New Year (China), St Patrick's Day (Ireland), Punjabi Weddings (Pakistan/North India) and Rio Carnival (Brazil), pupils will learn that celebrations are an important aspect of culture, bringing communities together through dance and music.

This unit aims to expose pupils to the different styles of music that are used in celebrations. Pupils will listen to and appraise music for each celebration. They will recap and expand upon features such as melodic patterns and rhythm to perform music for celebrations. Pupils will then have the opportunity to select and combine musical features learnt to compose, notate and perform their own piece of music for a celebration. Throughout the unit pupils will listen to appraise their own and others music.

Key Skills

- Listening: identify features, identify instruments
- Composing: pentatonic scale, time signatures, syncopated rhythms, ostinato, melody, drone
- Performing: follow staff notation, use drone, melody & rhythmic ostinato, group ensemble
- Social: respect, communication, kindness, leadership, support
- Emotional: confidence, perseverance, independence, determination
- Thinking: reflection, provide feedback, select & apply

Learning Objective

LESSON 1	To perform a part within a class ensemble using the pentatonic scale.
LESSON 2	To explore how music can be structured using a reel.
LESSON 3	To perform the chaal rhythm and break within a class ensemble.
LESSON 4	To perform a syncopated rhythm within a class polyrhythmic ensemble.

LESSON 5	To choose features from a style of music to compose a piece for a celebration.
LESSON 6	To refine and perform a piece of music for a celebration using features from the style of music.

Assessment Criteria

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- I can combine the inter-related dimensions of music imaginatively and with thought to create effects.
- I can explore and combine sounds with growing confidence, taking simple ideas to develop further in composition.
- I confidently demonstrate a secure sense of pulse when playing in different time signatures.
- I recognise and perform from an increasing range of western notation.
- I show an awareness that a performance is an occasion.
- I show an understanding of music, relating features heard to justify placement.
- I use an increasing musical vocabulary to respond to music, correctly labelling the inter-related dimensions e.g. rhythm, tempo.

Links to the National Curriculum

ENGLISH

- Read easily, fluently and with good understanding
- Learning new vocabulary: pentatonic, scale, ostinato, drone, time signature, melody
- Explain clearly, answer questions and provide ideas for improvements

MATHS

- Use numbers in context e.g using rhythms and understanding time signatures
- Reading numbers accurately, counting beats and reading time signatures

GEOGRAPHY

- Learn about countries including key celebrations, instruments, cultures and traditions

PSHE AND CITIZENSHIP

- Learn about different cultures and celebrations respecting differences between people
- Work together to show empathy, understanding feelings and develop relationships