

Topic: Celebration Music

Development Matters Objectives which are covered in this unit:

Communication and Language

- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.

Understanding the World

- Recognise that people have different beliefs and celebrate special times in different way.

Expressive Arts and Design

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.
- ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs.
- ELG: Being Imaginative and Expressive> Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.

Characteristics of Effective Learning

- Playing and Exploring

Children in Nursery will be able to:

- Learn about the music from a range of cultural and religious celebrations.

Children in Reception will be able to:

- Learn about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.

Key skills – Nursery:

- Responding to music with movement.
- Listening and responding to music and sounds.
- Learning actions to music.

Key skills – Reception:

- Responding to music with movement.
- Listening and responding to music and sounds.
- Creating actions to music.

Key knowledge – Nursery:

- That different cultures celebrate with music.
- How to sing a range of Christmas songs.

Key knowledge – Reception:

- About how different cultures celebrate with music.
- Some vocabulary related to traditional instruments used in a range of cultures.
- How to sing a range of Christmas songs.

Lesson sequence - include the key concept, L.O. and brief description of lesson

<p>Lesson 1 - Diwali music <i>Children learn about the festival of Diwali and respond to music through movement.</i></p> <p>LO: To learn about music from another culture, particularly when related to the festival of Diwali; to respond to music with movement.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • Talk about what is celebrated at Diwali (music, dance and light)? • Move and respond to the music, making up their own movements to express how they feel? • Move in time to the music? • Have a go at joining in with the actions to the five days of Diwali song? • Express what they like or dislike about the Diwali music? 	<p>Lesson 2 - Hanukkah music <i>Children learn some of the dances and instruments from the festival of Hanukkah.</i></p> <p>LO: To learn about music from another culture, particularly when related to the festival of Hanukkah; to learn the names of some traditional Jewish musical instruments; to play and move to traditional Jewish Hanukkah music.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • Match any of the sounds correctly with the instruments? • Repeat the names of the traditional Jewish instruments and use them as they talk? • Play the tambourine or cymbals in time to the song, while joining in with the lyrics? • Do some of the basic steps to the Hora without music? 	<p>Lesson 3 - Kwanzaa music <i>Learning about the festival of Kwanzaa, children take part in a traditional African call and response song and find classroom objects to use as drums.</i></p> <p>LO: To learn about music from another culture, particularly when related to the festival of Kwanzaa; to take part in a traditional call and response songs; to find classroom objects to use as drums and play in response to African music.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • Can the children join in with the body percussion call and response? • Can they copy and repeat a simple rhythm? • Are they able to join in with the Toom-Bah-Ee-Lero? Can they listen and respond to the lyrics? • Are they able to use their imaginations and creativity to find classroom objects to use as drums? 	<p>Lesson 4 - Traditional Christmas music <i>Children take part in a Christmas group song involving singing, creating vocal sounds and playing instruments and sing and move to a Christmas song.</i></p> <p>LO: To learn about traditional Christmas music; to take part in a group song involving singing, voice sounds and playing instruments; to sing and move to a Christmas song.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • Can the children make voice sound suggestions to represent the reindeer hooves? • Are the children able to join in with Jingle Bells? • Can they sing and/or play their instruments while keeping in time with the rest of the group? • Are the children able to join in with the lyrics and actions for ‘We Wish You a Merry Christmas’? 	<p>Lesson 5 - Christmas action songs <i>Children create and perform appropriate actions to represent Christmas song lyrics.</i></p> <p>LO: To suggest appropriate actions to match song lyrics; to sing and move to Christmas songs.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • Can the children suggest appropriate actions to match the lyrics for ‘When Santa got Stuck up the Chimney?’ • Are the children able to join in with the lyrics and actions for ‘When Santa got Stuck up the Chimney’ and ‘The Reindeer Cokey’? • Can the children name any of their favourite Christmas songs?
<p>Prior learning</p> <p><i>List year groups and topics with connected learning</i></p>	<p>Nursery</p> <p>Exploring Sound Celebration Music Music and Movement Musical Stories Transport Big Band</p>		<p>Reception</p> <p>Exploring Sound</p>	
<p>Future learning</p> <p><i>List year groups and topics with connected learning</i></p>	<p>Reception</p> <p>Music and Movement Musical Stories Transport Big Band</p> <p>Year 1</p> <p>Keeping the Pulse (Theme: My Favourite Things) Tempo (Theme: Snail and Mouse) Dynamics (Theme: Seaside) Sound Patterns (Theme: Fairytales) Pitch (Theme: Superheroes) Musical Symbols (Theme: Under the Sea)</p>		<p>Year 4</p> <p>Body and Tuned Percussion (Theme: Rainforests) Rock and Roll Changes in Pitch, Dynamics and Tempo (Theme: Rivers) Haiku, Music and Performance (Hanami) Samba and Carnival Sounds and Instruments Adapting and Transposing Motifs (Theme: Romans)</p> <p>Year 5</p> <p>Blues Musical Theatre Composition Notation (Theme: Ancient Egypt) Looping and Remixing</p>	

	<p>Year 2: Call and Response (Theme: Animals) Instruments (Theme: Storytelling) Contrasting Dynamics (Theme: Space) Singing (Theme: On This Island) Structure (Theme: Myths and Legends)</p> <p>Year 3 Ballads Creating Composition in Response to Animation (Theme: Mountains) Developing Singing Technique and Keeping in Time (Theme: Vikings) Pentatonic Melodies and Composition (Theme: Chinese New Year) Instrumental Unit One (Theme: South Africa) Traditional Instruments and Improvisation (Theme: India)</p>	<p>Composition (Theme: Festival of Colour) South and West Africa</p> <p>Year 6 Dynamics, Pitch and Texture (Theme: Coast – Fingal’s Cave by Mendelssohn) Songs of World War 2 Film Music Theme and Variations (Theme: Pop Art) Baroque Composing and Performing a Leavers’ Song</p>
<u>Key vocabulary to be explicitly taught</u>	Diwali; celebration; music; dance; traditional; Hanukkah; harp; Jewish; drum; cymbals; tambourine; Kwanzaa; Africa; African music; culture; instrument; call; response; rhythm; beat; Christmas; Christian; sleigh bells; actions; voice sounds; body percussion.	
<u>Cross-curricular links</u>	Expressive Arts and Design Understanding the world	
<u>Enrichment</u>	Parent/family visitor to come and talk about their cultural celebrations (as appropriate). BBC Ten Pieces: Composer – Tchaikovsky: The Nutcracker – Trepak; Waltz of the Flowers. Watch a clip of the ballet – The Nutcracker. Provide traditional instruments in provision: African drums, harps, tambourines, sleigh bells, cymbals. Perform Christmas songs with actions in the Christmas Nativity.	
<u>Useful websites/resources</u>	Kapow Music BBC Teach BBC Ten Pieces Rocksteady Feel Good Friday	