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Description automatically generated **Lesson Plan – Music**

**Hymn: Jesus is risen, alleluia!**

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| **Good choice for** | Easter |
| **Starting points** | * Teach the chorus ‘Alleluia first – which is essentially the same line twice with a slightly different ending. * Once you have mastered the words, then teach the melody – in two bar chunks would be best as this will show the sequence. Just make sure they realise that in the third iteration of the sequence there is a slightly different ending before then adding the final fourth phrase, which is a completely different figuration, to complete the verse structure. |
| **Things to look out for** | * Think about where the stresses lie in singing the word ‘Alleluia’ – make sure when learning this line that your singers focus on heading towards the stress on the ‘lu’ of alleluia, thus making the melody swing but also ensuring when they do get to the octave leap, there isn’t an ungracious strong landing on the ‘ia’. |
| **Scoring/performance/ instrumental suggestions** | * You could accompany this piece with options for piano, organ, bass, glockenspiel and trumpet and I would definitely consider adding in a drumkit part. * There is also a really super second vocal line forming a descant if you want to explore having a second part. |
| **Focus/ Technical focus** | * Sequence * Descant |
| **Specialist language meanings** | **Sequence** – a pattern that repeats, but shifting higher or lower on each repetition.  **Descant** – a decorative part that adds interest, most often in the final verse and largely above the original melody. |
| **Curriculum links** | **England** - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  **Wales** - exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.  **Ireland** – sing and perform with simple instruments from memory, by ear or from notation to develop vocal and instrumental skills, for example: sing a variety of songs, for example, songs from different countries and cultures.  **Scotland** - I can sing and play music from a range of styles and cultures, showing skill and using performance directions, and/or musical notation. Performs songs in unison and in parts, individually or as part of a group, and communicates the mood and character of songs from a range of styles and cultures, using appropriate performance directions, for example, gradually getting louder/quieter, and/or musical notation. |

*Cathy Lamb, February 2024*