

Year 1 Music Lesson Plan		Resource Checklist
Minibeasts: Lesson 1		<ul style="list-style-type: none"><li>• PBuzzes</li><li>• Untuned percussion</li><li>• A large space for movement and group work</li><li>• PE pumps (for movement activity)</li><li>• Benjamin Britten's 'Two Insect Pieces' YouTube videos (links in plenary section)</li><li>• Don't forget to watch the introductory teacher video for this topic first!</li></ul>
Learning Objective & Outcomes		
<p><b>Learning Objective:</b> To understand the concept of tempo</p> <p><b>Learning Outcomes:</b> I can explain what tempo means I can recognise tempo changes I can create a piece of music at an appropriate tempo</p> <p><b>National Curriculum Coverage:</b> Play [tuned] and untuned instruments musically Listen with concentration and understanding to a range of high-quality [live] and recorded music Experiment with, create, select and combine sounds using the interrelated dimensions of music</p>		
Starter		
<p>Our new music topic is Minibeasts! Ask the children to name some minibeasts. Get them to demonstrate how they think that minibeast would move around the room. Once the children are comfortable with the idea of moving like minibeasts, ask them to all be slugs and snails, then ask them to be bees and wasps. Keep swapping backwards and forwards between these two groups of minibeasts so that the difference in the speed of the movements becomes obvious.</p> <p>Ask the children to sit down, and discuss with them how their movements were slow for the slugs and snails, and fast for the bees and wasps. In music these kind of speed changes are called 'tempo.'</p> <p>Key questions:</p> <ul style="list-style-type: none"><li>• Who can name a minibeast?</li><li>• How would that minibeast move?</li><li>• Would it move fast or slow?</li><li>• What is the musical term for speed?</li></ul>		
Main		
<p>We are now going to create our own music to describe minibeasts! Divide the class into 5-6 groups and give each group the name of a minibeast. Remember to keep this a secret from the other groups!</p> <p>Each group's challenge is to make a piece of music using untuned percussion to describe their minibeast moving about. Demonstrate this yourself using the idea of a snail and a bee from the previous activity. The snail moves slowly so you might bang a drum really slowly to show it moving, but the bee moves fast so you might shake a maraca as fast as you can to show this.</p> <p>Give the groups some thinking time so they can work out whether their music will be fast or slow, and which instruments they might need. When the groups have made these decisions, they can choose their instruments and rehearse their piece.</p> <p>Listen to each group perform their piece and see if the other children can say whether the tempo was fast or slow. Can they guess the minibeast?</p> <p><b>Differentiation:</b> <i>As this lesson is the start of a new unit, the activities are not differentiated. This is so that you can carry out an informal baseline assessment. Don't worry if not all the children can achieve all the tasks, just make a note of which children may need assistance next time.</i></p>		

## Plenary

Ask the children what tempo is. Watch the performances of Benjamin Britten's 'Two Insect Pieces:'

1. The Grasshopper: <https://www.youtube.com/watch?v=f8Kd56uCy1k>
2. The Wasp: <https://www.youtube.com/watch?v=F5vPmFlquVA>

Key Questions:

- What is tempo?
- Was that a fast piece or a slow piece?
- Was it the same tempo all the way through?

## Assessment & Evaluation

### What to look for:

Children are able to verbally express what tempo means  
 Children are able to hear changes in tempo  
 Children are able to create a piece of music with an appropriate tempo

### How will you know if the lesson has been successful?

Were the children engaged throughout?  
 Were they all keen to answer the questions?  
 Did they all join in with the activities?  
 Could they all explain what tempo is?

## Notes for Next Time

*This space is for you to reflect on the lesson and make any notes you need.*

