

Year 1 Music Lesson Plan

Resource Checklist

Safari Adventure: Lesson 3

Learning Objective & Outcomes

Learning Objective:

To create and perform a pattern of long and short notes

Learning Outcomes:

I can create a pattern of long and short notes with my voice

I can perform a pattern of long and short notes with my pBuzz

National Curriculum Coverage:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes

Play tuned (and untuned) instruments musically

Experiment with, create, select and combine sounds using the interrelated dimensions of music (duration)

- PBuzzes
- 'This is Duration' backing track
- 'This is Duration' guide track

Optional resources:

- Boomwhackers
- Glockenspiels
- Chime Bars
- Handbells / Combi-bells

Starter

Ask the children to sit in a circle with their pBuzz in front of them. Explain to them that today we are going to make up our own patterns of short and long notes, based on our Safari theme. Ask the children to suggest the name of a Safari animal. Say this out loud and ask how many long and short sounds they heard. E.g. Cro-co-dile would be short-short-long.

Ask each child to think of the name of a safari animal and work out what sounds it is made up of. Go round the circle and have each child say their animal name. Ask the other children to describe the sound pattern. Explain that you are going to go round the circle again. This time we are going to try to copyback our animal names 'in time'. If anyone says 'Elephant' instead of copying back, grab your pBuzz and make an elephant sound! You may want to make it a rule that you cannot say Elephant if the person before you has said it, for obvious reasons!

Key Questions:

- What is the musical term for how long and short the notes are?
- What is the pattern of your animal name?

Main

Explain that we are going to use our animal name patterns to add our own musical ideas to the song we have been learning. We are going to play or sing our animal name patterns over the top of the backing track. Play the 'This is Duration' backing track (the one without the vocals,) and ask pupils to play or sing their animal name patterns.

Differentiation:

For children who have difficulty playing their pattern on the pBuzz:

- *Play the pattern on boomwhackers instead. You can use F, A or C (yellow, purple or red.)*
- *Play the pattern on glockenspiels, chime bars, hand bells or combi-bells using the notes F, A or C.*
- *Sing the pattern using either the animal word itself or the words of the pattern (eg short, short, long.)*

For children who are exceeding expectations:

- *Challenge these children to use several different animal name patterns.*

For children who are having difficulty creating or maintaining their patterns:

- *Partner these children with a more confident buddy to create their sound.s*
- *Group these children together and offer teacher support to create and perform the sound pattern.*

Plenary

Explain to the children that we are now going to put everything we've learnt together to play the whole song 'This is Duration.' Play the guide track to remind pupils of how the song goes, pointing out the different sections (chant / singing / copyback / freestyle.) The children will use their animal name patterns during the freestyle section of the piece.

Play the guide track again, and this time sing and play along. Last time you filled the gaps with animal noises. This time fill the gaps with dancing, but make sure you have your pBuzz ready when you hear the count for the next section!

Key Questions:

- Which section comes next?

- Is your pBuzz ready?
- Can you remember your animal name pattern?

Assessment & Evaluation

What to look for:

Children can match sounds to their animal name
 Children can perform their animal name 'in time'
 Children can sing or play their animal name pattern
 Children can perform the song confidently

How will you know if the lesson has been successful?

Were the children engaged throughout?
 Did most of them sing and play the song confidently?
 Could they all make up an animal name pattern?
 Could most of them match sounds to their animal name?
 Could most of them play their pattern on an instrument?

Notes for Next Time

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

