

Year 1 Music Lesson Plan

Resource Checklist

Minibeasts: Lesson 4

Learning Objective & Outcomes

Learning Objective:

To improvise a three note melody and play it at different speeds

Learning Outcomes:

I can improvise a three note melody

I can change the tempo of the melody I play

National Curriculum Coverage:

Play tuned [and untuned] instruments musically
Experiment with, create, select and combine sounds using the interrelated dimensions of music

- PBuzzes
 - 'Slimy Snails are Slow' guide track
 - Flight of the Bumblebee track (link in starter)
- Optional resources:
- Boomwhackers
 - Glockenspiels
 - Chime Bars
 - Handbells / Combi-bells
 - Paper & Pens

Starter

Listen to 'Flight of the Bumblebee' by Ralph Vaughan Williams.
<https://www.youtube.com/watch?v=pgLODq5URUo>

Key Questions:

- Is the tempo fast or slow?
- Why is it that tempo?
- What is the music describing?
- How does the music make you feel?

Main

Ask the children to get their pBuzzes out and have a quick practise finding notes F, G and A.

Explain to the children that they are going to be creating their own melodies using notes F, G and A. They can use the notes in any order, and use each note as many times as they like. Once they are happy with their melody they must practise playing it at a slow tempo and at a faster tempo. Remind the children that it is easier to make a melody slower than it is to make it quicker, so they might want to make the slow version REALLY slow, so that the fast version doesn't have to be too fast!

Give the children some time to practise their melodies individually and then ask them to play them to a partner. Identify a few particularly successful performers, and ask them to play their melody to the whole class.

Differentiation:

Children who have difficulty creating a tune:

These children can be given flashcards with the letters F, G, and A on them to rearrange until they find an order that sounds right to them.

Children who have difficulty playing the pBuzz:

You may want to offer these children the opportunity to play their melody on a tuned percussion instrument if they are having difficulty getting all three notes out of the pBuzz.

Children exceeding expectations:

Challenge these children to make their melodies longer and more complicated. Remind them of the concept of duration and see if they can add long and short notes into their melody.

Plenary

Perform 'Slimy snails are slow,' with singing and pBuzz parts. You can add the actions in too when you're not playing, but make sure you're ready to pick up your pBuzz in time to play! (You might want to avoid this problem by choosing one group of children to perform the actions while everyone else plays – perhaps those who are less confident on the pBuzz)

Key Questions:

- What was the best bit?
- What could we do differently next time?

- What could we improve?

Assessment & Evaluation

What to look for:

Children can describe the tempo of a piece of music
 Children can improvise a three note melody
 Children can change the tempo of their melody

How will you know if the lesson has been successful?

Were the children engaged throughout?
 Could they all make up a melody using F, G and A?
 Could most of them change the tempo of their melody?
 Did they all take part enthusiastically in the performance?

Notes for Next Time

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

