

## Year 1 Music Lesson Plan

## Resource Checklist

### Minibeasts: Lesson 2

### Learning Objective & Outcomes

#### Learning Objective:

To learn a song by ear (aurally)

#### Learning Outcomes:

I can sing back a musical phrase

I can sing the whole song

I can perform the actions when I sing

#### National Curriculum Coverage:

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

Play tuned [and untuned] instruments musically

Listen with concentration and understanding to a range of high-quality [live] and recorded music

- PBuzzes
- 'Slimy Snails are Slow' guide track

## Starter

Remind the children that our music topic is minibeasts. Can they name a minibeast that makes a buzzing sound? Can they name an instrument that makes a buzzing sound? That's right! The pBuzz!

Ask the children to remove the mouthpiece from their pBuzz and make a buzzing sound. Can they use their tongue to make a series of separate buzzing sounds? Clap a slow pulse and ask the children to buzz on each clap. Gradually increase the speed of your clapping to change the tempo of the children's playing.

Key questions:

- Can you make a buzz on your mouthpiece?
- Can you use tonguing to move between the notes?
- Can you change the speed of your notes?
- What is it called when we change the speed in music?

## Main

Listen to the guide track of 'Slimy Snails are Slow.' Show the children the actions for the minibeasts in the song (see the teacher video for this unit for instructions.) Listen to the song again, with the children joining in with the actions as they listen.

If you are confident to do so, sing each line and have the children repeat it back, before trying the whole song with the guide track. If not just play the guide track again and join in as best you can. (The advantage of learning the song line by line is that the children are more likely to pick up the melody without making any errors, so if you do go for the second option of learning by singing along with the track, it may take a bit longer to iron out any errors.) You may want to display the score or the words to help you remember the structure of the song.

#### Differentiation:

***If some children are having difficulty performing both the actions and the singing, you can ask them to focus on either the actions or the song. If any children pick the song up particularly quickly, they could help lead the actions and/or the singing from the front.***

## Plenary

Discuss your performance of the song 'Slimy Snails are slow.'

Key Questions:

- What was the best bit?
- What did you find most difficult?
- What do you need to work on next time?

## Assessment & Evaluation

### What to look for:

- Children are able to buzz on a mouthpiece and use tonguing to buzz at different speeds
- Children are able to copy and perform the actions
- Children are able to sing the song accurately
- Children can suggest improvements to their performance

### 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 buzzing, singing and actions?
- Could most of them change the tempo of their buzz?
- Could they tell you what they need to improve?

## Notes for Next Time

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

