

Year 1 Music Lesson Plan	
<div> <div> Around the World: Lesson 2 </div> <div> Learning Objective & Outcomes </div> <div> <p>Learning Objective: To recognize and perform with different timbres</p> <p>Learning Outcomes: I can create different timbres with my voice I can recognize different timbres in a piece of music</p> <p>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</p> </div> </div>	
<div> Resource Checklist <ul style="list-style-type: none"> • PBuzzes • 'Around the World' guide track • Jasmine Flower track (link in plenary section) </div>	
<div> Starter <p>Last time we sorted our instruments into different groups by timbre. We can make different timbres with our voices too. Play the game 'Have you got your ___ voice' with the children. (See teacher video for full instructions.)</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What is timbre? • Can you change the timbre of your voice? </div>	
<div> Main <p>Our music topic is Around the World. Music from different countries often uses different timbres. Listen to the guide track of 'Around the World.' Which countries did we visit in this song? How did their music sound different?</p> <p>Learn the main melody from the song ('Around the world, around the world, we play pBuzz around the world') by call and response. You should split the line in two for this process, first singing 'Around the world, around the world' for the children to copy, and then 'we play pBuzz around the world.' If you are not comfortable doing this, then just get the class to sing along to the guide track. (This alternative method may take a little longer than learning the melody through call and response.)</p> <p>This song uses a new note, B-flat (Bb). Give the children a moment to find this note on the pBuzz slide and practise playing it. Get them to compare this note with note B. Can they tell you which one is higher and which one is lower? B-flat is slightly lower than B.</p> <p>Explain to the children that they only play their pBuzzes on the last part of the line each time 'we play pBuzz round the world.' The pitches that they need for this part are:</p> <p>A A B-flat B-flat A G F</p> <p>Practise singing these notes to the melody, and finding them on the pBuzz slide, then try playing them. Remember that you may need to slow the speed down while you are learning.</p> <p>Put the guide track on and play and sing along to the parts you have learnt. Allow the children to discover the 'mistake' at the end of the song. The ending is not the same as the rest of the melody! We sing and play 'We play pBuzz everywhere:' F F G G F F F</p> <p>Differentiation: <i>Allow all the children to attempt this on the pBuzz first. When you perform you will need a separate group of singers anyway, so you can always organize this so that anyone having real difficulty ends up in the singing group.</i></p> </div>	

Plenary

Watch the video of the traditional Chinese piece 'Jasmine Flower' https://www.youtube.com/watch?v=9M4gca_uLB4

Encourage the children to discuss the different timbres in the music using describing words e.g. bright, dark, twangy, breathy, harsh, warm.

Key Questions:

- What is timbre?
- Did all the instruments have the same timbre or different timbres?
- Can you describe the different timbres that you heard?

Assessment & Evaluation

What to look for:

Children are able to hear changes in timbre
Children are able to describe changes in timbre
Children are able to sing with different timbres

How will you know if the lesson has been successful?

Were the children engaged throughout?
Could they all hear the timbre changes?
Could they all change the timbre of their voices?
Could some of them describe the timbre changes?

Notes for Next Time

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

