

Year 1 Music Lesson Plan

Resource Checklist

Safari Adventure: Lesson 2

Learning Objective & Outcomes

Learning Objective:

To recognize and copy back a pattern of long and short notes

Learning Outcomes:

I can sing back a pattern of long and short notes

I can play back a pattern of long and short notes

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
- 'This is Duration' backing track
- 'This is Duration' guide track
- 'Zuka Zama Zom Zom Zom' Video (see link under Plenary)

Starter

Remind the children that our music topic is Safari Adventure. Ask them what kind of animals they would see on Safari. What kind of noise would that animal make? Would it be a short or a long sound, or would it make both short and long sounds? E.g. an elephant would make a long trumpeting sound, a warthog would make a short snort, and a monkey might make a pattern of short and long sounds. Working in pairs, ask the children to make a safari animal noise for their partner to copy.

Key Questions:

- What sound would that animal make?
- Was that a short sound or a long sound?

Main

Play the guide track for the song 'This is Duration,' and sing and play the part you learnt last time. Leave the track playing so that the children can hear the next part of the song. Play the song again and ask the children to join in with singing and chanting 'This is duration. SHORT AND LONG' (bars 25-28.) You may need to practise this a few times!

Explain to the children that the next part of the song is a 'Call and Response.' This is where one person plays something that everyone else copies, a bit like when we made the animal noises for our partner to copy. Tell the children that they can choose whether they sing the patterns back or play them back on the pBuzz. Play the guide track again and copy the patterns that you hear the pBuzz play (bars 33-40.)

Remind the children of the animal sounds they made during the starter activity. Play the track again and fill any gaps where they are not singing or playing with animal noises. Remind the children that they still need to be able to hear the track underneath their noises, so they shouldn't make them too loud! They will also need to have their pBuzzes at the ready when they hear the count-in to each section.

Differentiation:

The children will decide whether they want to sing or play the patterns back. You can encourage them to rethink this if you feel they have picked the wrong option! If you have some children who are really confident at playing their pBuzzes, you could ask them to lead the call and response (playing the call along with the guide track, for everyone else to copy).

Plenary

Play the video of the song 'Zuka Zama Zom Zom Zom' from Disney Junior's 'The Lion Guard':

<https://www.youtube.com/watch?v=XbP2EQ6OcBU>

Tell the children that there is a repeating pattern all through this song. Can they tell you the words for the repeating pattern (Zuka zama zom zom zom)? Can they sing it to you?

Play the video again and ask the children to join in with the repeating pattern each time they hear it.

There is a call and response section in the song that you can join in with too, but take care because the music is the same but the words are not!

Call: Pop up, Pop up! Response: Zuka Zuka!
 Call: Dive in, dive in! Response: Zama Zama!
 Call: Go go go! Response: Zom Zom Zom!

Key Questions:

- What are the words for the repeating pattern?

Assessment & Evaluation

What to look for:

Children can state whether an animal sound is short or long
 Children are able to sing back a pattern accurately
 Children are able to play back a pattern accurately
 Children are able to identify a repeated pattern

How will you know if the lesson has been successful?

Were the children engaged throughout?
 Did most of them sing and play the songs confidently?
 Could they all either sing or play the patterns back?
 Could most of them identify the repeated pattern?
 Did they all join in with singing along to the video?

Notes for Next Time

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

