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| **Year 1 Music Lesson Plan** | | | **Resource Checklist** |
| **Down on the Farm: Lesson 4** | | | * pBuzzes * ‘Hoedown’ guide track * Untuned percussion * Hens and Cockerels track (link in plenary section) |
| **Learning Objective & Outcomes** | | |
| **Learning Objective:**  To add interest to a song using the interrelated dimensions of music  **Learning Outcomes:**  I can improvise  I can play an instrument at different dynamics  **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.  Experiment with, create, select and combine sounds using the interrelated dimensions of music | | |
| **Starter** | | | |
| Remind the children of the melody for ‘Hoedown’ either by singing it or playing the guide track. We are going to learn this on our pBuzz. Sing the tune first, then sing it on the letter names. Sing it on letter names again, moving the pBuzz slide between the notes, and finally play it on your pBuzz. The letter names are written over the words on the lyric sheet - it may help your pupils to display this on the board during this activity.  Key questions:   * Which lines go up and which go down? * What is it called when the music goes up and down? | | | |
| **Main** | | | |
| Put on the guide track for ‘Hoedown’ and sing, dance and play along to the song, remembering to add your repeated patterns from last week into the freestyle section. Ask the children which musical dimensions we used in that song? (Pitch, duration, tempo, texture.) What musical dimensions could we add to make the song even more interesting? (Timbre & dynamics.)  Divide the children into groups by ability (see differentiation section below.) Hand out untuned percussion instruments to the relevant children. Explain that we are going to make the freestyle section of the piece more interesting by adding different timbres and by controlling the dynamics. Remind the children of the signals for dynamics that you used earlier in the year (hands pointing up for loud, fingers on lips for quiet.) You will use these signals to tell them how loud and quiet to play.  Explain the improvisation tasks to the children, and then have a go without the track. Bring the rhythmic improvisers in first, then the one-note improvisers (they can choose F, A or C), and finally the melodic improvisers to gradually build the texture up. Once everyone is playing use your dynamics signals to control the volume. When you are ready try this with the guide track.  **Differentiation:**  ***For children who are less proficient on the pBuzz***   * ***Sing the melody*** * ***Improvise a pattern on untuned percussion during the freestyle section***   ***For children who are working at expected level on the pBuzz:***   * ***Sing or play the melody (divide the children so that there are enough singers to be heard over the pBuzzers!)*** * ***Improvise a pattern on one note during the freestyle section***   ***For children who are exceeding expectations on the pBuzz***   * ***Play the tune on your pBuzz*** * ***Improvise a melody on your pBuzz during the freestyle section*** | | | |
| **Plenary** | | | |
| Listen to Saint Saens’ Hens & Cockerels from ‘Carnival of the Animals.’ <https://www.youtube.com/watch?v=lEd7Ovt4cWE>  Ask the children to show you when the texture is thick or thin using their hand signs.  Key Questions:   * What is texture? * When is the texture thick? * When is it thin? * What other dimensions of music can you hear? | | | |
| **Assessment & Evaluation** | | | |
| **What to look for:**  Children are able to play the pBuzz melody  Children are able to improvise on an instrument  Children are able to follow dynamic instructions  Children are able to recognize multiple dimensions of music | **How will you know if the lesson has been successful?**  Were the children engaged throughout?  Could they all improvise on an instrument?  Could they all follow the dynamic instructions?  Could most of them play the pBuzz tune? | | |
| **Notes for Next Time** | | | |
| *This space is for you to reflect on the lesson and make any notes you need.* | | image005.jpg | |