

Year 1 Music Lesson Plan

Resource Checklist

Safari Adventure: Lesson 4

Learning Objective & Outcomes

Learning Objective:

To create a piece of music inspired by 'Safari'

Learning Outcomes:

I can select, create and combine sounds for a class composition
I can perform our composition with my class

National Curriculum Coverage:

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

- PBuzzes
- Untuned percussion
- Tuned percussion
- Whiteboard & Internet
- African Skies video (see link in starter section)
- A large space, or several small spaces, for working in groups.

Starter

Listen to the opening section of African Skies by Stephen J Anderson: <https://www.youtube.com/watch?v=rq9yhEkMXMU>
This piece uses voices, instruments and nature sounds to create a sound picture of the African landscape. Ask some of the key questions below to stimulate discussion about the piece.

Explain to the children that we are going to create our own Safari Adventure soundscape using voices, instruments and animal sounds.

Key Questions:

- What can you hear in the music?
- What is the music describing?
- How does the music make you feel?

Main

Divide the children into groups based on the level of musical ability they have demonstrated over the course of this unit. Each group will work together to complete a musical challenge, which will then feed back into the whole class soundscape. The groups don't need to have an equal number of members, and you don't need to use all the group tasks if these don't suit your class's ability levels.

Differentiation:

Group 1: More Challenging

Challenge this group to create a short, repeating vocal melody like the ones they heard in the above piece. They can make up a phrase eg. 'African safari' or 'Going on safari,' to structure their melody. They can use tuned percussion like boomwhackers, glockenspiels, chime bars or handbells to come up with their melody. When they have created their melody they should practise singing it over and over until they can perform it with no mistakes.

Group 2: Challenging

Challenge this group to create a repeating drum pattern (or a pattern using their hands on tables if you don't have any drums) to play during our soundscape. This should be made up of a selection of long and short notes, and played slowly, to underpin the rest of the music. When they have created their drum pattern they should practise it over and over until they can perform it with no mistakes.

Group 3: Expected Level

Challenge this group to find an untuned instrument on which they can play one of the animal name patterns we invented last week. Remind them that if their animal name has both long and short sounds then they will need to pick an instrument that can make both long and short sounds. They should practise their sound and then try a new pattern, linking two or three animal name patterns together to create a repeating pattern.

Group 4: Easy

Challenge this group to explore the untuned percussion instruments to see which ones they could use to make a safari animal sound e.g. maracas for a snake, a guiro for crickets or frogs, a rain drum for a lion's roar. Think about how loud or quiet these sounds should be, and practise playing them. They can also make elephant sounds on their pBuzz during the performance but you probably only want one or two children doing this due to the level of noise!

Group 5: Easier

Challenge this group to make animal sounds with their voices. They should think about how loud or quiet the animal would be, and adjust their volume accordingly. They should think of two or three different sounds that they can perform as part of the soundscape. They could also think of nature sounds such as wind in the grass or a rushing river to add to the performance.

Plenary

Bring all the groups back together and tell them we are going to put all our ideas together to create our Safari Adventure soundscape. Start with the drum group (Group 2,) reminding them to play their pattern slowly. Then add in the vocal group (Group 1,) then the animal patterns group (Group 3) before finally adding in the two groups playing and singing their animal noises. You should agree with the children what the signals are for when they should join in (probably you pointing at them) and when they should stop, and also a signal for 'too loud!'

If you are able to, video this performance so that the children can watch it back and say how successful they thought it was.

Key Questions:

- Did you like our piece of music?
- Did it sound like being on safari?
- What was the best bit?
- What could be improved?

Assessment & Evaluation

What to look for:

Children can complete the appropriate differentiated task
 Children can describe the music they hear & perform
 Children can suggest improvements to their work
 Children can work well as part of a group

How will you know if the lesson has been successful?

Were the children engaged throughout?
 Could they complete the task you had assigned them?
 Did they perform the piece confidently at the end?

Notes for Next Time

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

