

Year 1 Music Lesson Plan

Resource Checklist

Dinosaurs: Lesson 1

Learning Objective & Outcomes

Learning Objective:

To understand the concept of dynamics

Learning Outcomes:

I can explain what dynamics are
I can recognise dynamic changes
I can sing at different dynamics

National Curriculum Coverage:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes
Listen with concentration and understanding to a range of high-quality [live] and recorded music

- PBuzzes
- Walking with Dinosaurs track (link in starter section)
- 'Can a Dinosaur be Quiet' guide track
- Don't forget to watch the introductory teacher video for this topic first!

Starter

Play the 'Walking with Dinosaurs' theme tune (up to 01:17) without revealing anything about our new topic:
https://www.youtube.com/watch?v=T1_wnREGllg&t=78s

Ask the children what they think the music was about. Can they guess what our music topic is going to be? Ask them how the music made them feel. Can they explain why it made them feel that way? Draw their attention to what happened at the end of the music? (It got louder.) When we talk about the volume of a piece of music, we use the term 'dynamics.' We can use dynamics to make our music more interesting – in this case to create excitement!

Key questions:

- What do you think the music is about?
- How does the music make you feel?
- Why does the music make you feel that way?
- What happened at the end?

Main

Listen to the guide track for 'Can a dinosaur be quiet?' Ask the children to do dinosaur hands when the music is loud, and to put their fingers on their lips when the music is quiet. (See the teacher support video for instructions.) Who can remember the special word for how loud or quiet the music is?

Teach the song by starting at the chorus (bars 23-30.) If you are confident to do so, sing the line 'Dinosaur, dinosaur, please can you be quiet' and have the children repeat it back, and then when the children can sing it accurately, play the track again as before, and join in when it gets to that bit. Repeat this process to learn the verse sections. If you are not confident to lead the singing, 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 wish to display the lyric sheet or the score to help the children remember the structure of the song. Remind them as you go along about singing the loud and quiet bits at the right dynamic.

Differentiation:

As this lesson is the start of a new unit, the activities are not differentiated. This is so that you can carry out an informal baseline assessment. Don't worry if not all the children can achieve all the tasks, just make a note of which children may need assistance next time.

Plenary

Ask the children what dynamics are. Can they do their loudest dinosaur roar? Can they roar quietly like a tiny baby dinosaur? Select a few confident pupils to sing a loud note, and then sing a quiet note.

Key Questions:

- What does dynamics mean?

Assessment & Evaluation

What to look for:

Children are able to verbally express what dynamics means
 Children are able to hear changes in dynamic
 Children are able to sing at different dynamics

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 singing and actions?
 Could they all explain what dynamics means?

Notes for Next Time

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

