

## Year 1 Music Lesson Plan

## Resource Checklist

### Around the World: Lesson 3

#### Learning Objective & Outcomes

##### Learning Objective:

To improvise a melody in an Indian-inspired style

##### Learning Outcomes:

I can improvise using the notes I have learned on my pBuzz

I can play a drone on my pBuzz

I can play a repeated rhythm

##### National Curriculum Coverage:

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

- PBuzzes
- 'Around the World' guide track
- Around the World guide track
- Indian classical music video (link in starter)
- Bollywood Brass video (link in plenary)

Optional resources:

- Boomwhackers
- Glockenspiels
- Chime Bars
- Handbells / Combi-bells

## Starter

Sing & Play the 'Around the World' song along to the guide track. Today we are going to visit India!

Listen to this piece of Indian Classical music: [https://www.youtube.com/watch?v=9xB\\_X9BOAOU](https://www.youtube.com/watch?v=9xB_X9BOAOU)

Explain to the children that Indian classical music often uses a lot of improvisation – which is where you make up a tune or a rhythm on the spot. The improvisation is often based on a certain set of pitches called a rag (pronounced 'rahg'). To keep the music together, a 'drone' is often used, which is the same pitch held or repeated all the way through the music. A repeated rhythm called a tihai is often used right at the end of a piece to show the musicians when to stop.

Key questions:

- What is timbre?
- What different timbres can you hear?
- What different instrument families are there in this piece?
- What other musical features are used in this piece? (Duration, tempo, dynamics, pitch\*)

## Main

Explain to the children that we are going to improvise some music inspired by the Indian classical style.

Divide the class into three groups:

Group One will play the rhythm that shows everyone when to stop.

Group Two will play the drone that underpins the music

Group Three will improvise using the notes we have already learned on our pBuzz

While Group Two and Three get their pBuzzes out, teach the repeated rhythm to Group 1 and show them the signal for when they should start. Appoint a leader to help them practise while you work with Group 2 to set up a drone on note F. Finally, ask Group 3 to practise making up a tune using the notes they already know on the pBuzz.

After a few moments practice, ask Group 2 to begin their drone, and then bring the members of Group 3 in one-by-one to perform their improvisation. When everyone has had a turn, signal to Group 1 to play their rhythm three times to bring everyone to a stop.

(You can video this performance for assessment evidence if you wish)

##### Differentiation:

**Group 1 and 2 have the easiest tasks, and so you should chose the children for these groups based on whether you think they will find the rhythm or the drone easier to master. Group 3 is the expected level task, so you should have most of the children in this group. You can rotate the groups if you wish, so that everybody gets to try everything. You can also give some children tuned percussion rather than pBuzzes for the improvisation or drone tasks.**

## Plenary

Watch the video of Bollywood Brass Band <https://www.youtube.com/watch?v=0bEGYwiJmCE> playing a different style of music – Indian film music, or 'Bollywood.' The lady who introduces the performance, and plays the trumpet, is Kay Charlton who wrote all of the pBuzz songs we've been learning!

Key questions:

- What is timbre?
- What different timbres can you hear?
- What different instrument families are there in this piece?
- What other musical features are used in this piece? (Duration, tempo, dynamics, pitch)

## Assessment & Evaluation

### What to look for:

Children are able to play a repeated rhythm  
 Children are able to play a drone  
 Children are able to improvise a melody  
 Children are able to hear different timbres

### How will you know if the lesson has been successful?

Were the children engaged throughout?  
 Could they all hear the different timbres in the music?  
 Were they all able to complete one of the differentiated activities?

## Notes for Next Time

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

