

| Year 1 Music Lesson Plan   |   | Resource Checklist  |
|--|---|---|
| Around the World: Lesson 4   |   | <ul style="list-style-type: none"><li>• PBuzzes</li><li>• Around the World guide track</li><li>• Whirling dervishes video (link in starter)</li><li>• A large space for dancing</li><li>• PE pumps for dance activities</li><li>• Traditional Turkish Music video (link in plenary)</li></ul> |
| Learning Objective & Outcomes  |   |   |
| <p><b>Learning Objective:</b></p> <p>To explore the music of different countries through dance</p> <p><b>Learning Outcomes:</b></p> <p>I can move in time to the music</p> <p>I can perform different dance moves from around the world</p> <p><b>National Curriculum Coverage:</b></p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned [and untuned] instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality [live] and recorded music</p>  |   |   |
| Starter  |   |   |
| <p>Watch the video of the Whirling Dervishes from Turkey (you may want to start from about halfway through the clip:)</p> <p><a href="https://www.youtube.com/watch?v=3gG8YAUqVIs">https://www.youtube.com/watch?v=3gG8YAUqVIs</a></p> <p>Explain to the children that the whirling dervishes believe that their special dance brings them closer to God. Would they like to try whirling like a dervish? The answer to this will undoubtedly be yes, but obviously this activity could get out of hand if not closely monitored. Treat it as if it were a PE activity and share the usual health and safety information with your class before letting them loose!</p>  |   |   |
| Main   |   |   |
| <p>Sing and play 'Around the World' along to the guide track. How do we know when the music for each different country starts? (The timbre changes.) We are going to add some movements so that for each different country we have a different dance move as well as the different timbre.</p> <p>Teach the children the dance moves for each country (see teacher video for full instructions.) Play the track again, and dance along in the right places.</p> <p>Split the pupils into groups of singers, players and dancers and perform the song with the guide track. If you're feeling brave, have a go with just the backing track!</p> <p><b>Differentiation:</b></p> <p><i>There are lots of differentiation options in this lesson! If children have difficulty playing the pBuzz they can sing, and if they have difficulty singing, they can be the dancers!</i></p> |   |   |
| Plenary  |   |   |
| <p>Watch and listen to this traditional Turkish music: <a href="https://www.youtube.com/watch?v=JsE05nXQPwo">https://www.youtube.com/watch?v=JsE05nXQPwo</a></p> <p>Key questions:</p> <ul style="list-style-type: none"><li>• What is timbre?</li><li>• How many different timbres can you hear?</li><li>• What different instrument families are there in this piece?</li><li>• What other musical features are used in this piece? (Duration, tempo, dynamics, pitch)</li></ul>   |   |   |
| Assessment & Evaluation  |   |   |
| <p><b>What to look for:</b></p> <p>Children are able to move in time to the music</p> <p>Children are able to perform different dance moves</p> <p>Children are able to sing and play the song</p> <p>Children can recognize and describe different timbres</p>  | <p><b>How will you know if the lesson has been successful?</b></p> <p>Were the children engaged throughout?</p> <p>Could they all hear the different timbres in the music?</p> <p>Could they all sing and dance to the song?</p> <p>Could most of them play the pBuzz part?</p> |   |

## Notes for Next Time

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

