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| **Year 1 Music Lesson Plan** | | | **Resource Checklist** |
| **Around the World: Lesson 1** | | | * PBuzzes * Tuned and untuned percussion instruments * A large space with cleared tables for the sorting activity * The Young Person’s Guide to the Orchestra track (link in plenary section) * Don’t forget to watch the introductory teacher video for this topic first! |
| **Learning Objective & Outcomes** | | |
| **Learning Objective:**  To understand the concept of timbre  **Learning Outcomes:**  I can explain what timbre is  I can recognize different timbres  I can sort instruments by timbre  **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 | | |
| **Starter** | | | |
| Ask the children to sit in a circle, and pass a few percussion instruments around for each of them to play and then pass on to the person next to them. Ask the children what makes the instruments different. You will probably get some answers which refer to the physical characteristics of the instrument – shape, colour, size – but hopefully someone will say that they sound different. If not, ask the children to close their eyes and to play the instrument they are holding when you call their name. This should then encourage them to think about the sound of the instrument, not its appearance.  The musical term for different types of sound is ‘timbre’ (pronounced ‘tahmbruh.’)  Key questions:   * What makes these instruments different? * What makes them similar? | | | |
| **Main** | | | |
| Explain to the children that they are going to investigate the timbre of the instruments you have at school. Put your music trolley or tray in the middle of the room with the children sitting near it. Explain that each child in turn will be asked to choose an instrument, and then put it on a table with some other instruments that sound the same. They can play their instrument and the instruments on the tables to help them make their decision. (Obviously the first few children will be starting the sorting activity off, so they will either be putting their instrument on an empty table, or on a table with one or two other instruments depending on how many children have had a go before them.)  Call the children up one by one until all the instruments have been placed onto tables. (This is an EXCELLENT opportunity for you to discover which instruments are broken, and whether or not you have enough beaters for all the instruments!) You can either have the class intervene on the spot if they think that the wrong decision has been made, or you can wait until the end and go round all the tables, playing the instruments and asking the class if they all definitely belong together.  Take pictures of the tables before you put the instruments back – you will need the pictures in later sessions!  **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** | | | |
| Explain to the children that when we organize instruments into groups by their timbre, we call them ‘families’ of instruments. In the classical orchestra there are four families – woodwind, brass, strings and percussion.  Watch the first two minutes of The Young Person’s Guide to the Orchestra. This music is from England. We are going to be listening to lots of music from different countries as part of our ‘Around the World’ topic.  <https://www.youtube.com/watch?v=4vbvhU22uAM>  Key Questions:   * Which family of instruments is playing now? (The order is the same as listed above) * Which family do you think the instruments we sorted today would belong to? (Percussion) * Which family do you think the pBuzz would belong to? (Brass) | | | |
| **Assessment & Evaluation** | | | |
| **What to look for:**  Children are able to verbally express what timbre is  Children are able to hear changes in timbre  Children are able to sort instruments by timbre | **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 main activity?  Could they all explain what timbre means? | | |
| **Notes for Next Time** | | | |
| *This space is for you to reflect on the lesson and make any notes you need.* | | image005.jpg | |