

Year 1 Music Lesson Plan

Resource Checklist

Down on the Farm: Lesson 3

Learning Objective & Outcomes

Learning Objective:

To perform a pattern to create texture

Learning Outcomes:

I can perform a pattern

I can recognize when a texture is thick or thin

National Curriculum Coverage:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes

Play tuned [and untuned] instruments musically

Listen with concentration and understanding to a range of high-quality [live] and recorded music.

- pBuzzes
- 'Hoedown' guide track
- A large space for dancing
- PE pumps for dance activity
- 'The Happy Farmer' track (link in plenary section)

Starter

Play the guide track to 'Hoedown' and join in with the dancing and singing. (The children should be able to join in straight away with the singing having heard this song a few times in the first lesson, so there should be no need to teach it line-by-line.)

Key questions:

- What is texture?
- Which parts of the song have a thin texture?
- Which parts have a thick texture?

Main

Ask the children to get their pBuzzes out and have a quick practise at playing the notes they have learnt already. They will need a new note, C, for this song which is right at the top of the slide. Does that make it the highest or the lowest note? What is it called when a note is high or low? (Pitch) Have a quick practise playing note C. (Refer back to the trouble-shooting tips in the introductory unit if any of your pupils have difficulty sounding note C.)

Explain to the children that we are going to add texture to the song using our pBuzzes. Even though the pBuzzes all sound the same (have the same timbre,) if they play a different part or pattern then that creates texture. You don't need different timbres to create texture, you can have one timbre playing lots of different parts or patterns to create texture.

We are going to use patterns of long and short notes to create texture. Who can remember the musical term for long and short? That's right, duration!

Divide the children into three groups according to their ability on the pBuzz (see differentiation section below.) Set up a steady beat by repeating 1 2 3 4, and ask the first group to join in, playing their pBuzz on beat 1 and holding the note for 4 beats. Then add the next group playing on beats 1 and 3, and finally the last group playing on every beat. All the groups should play their pattern on new note C.

Once everyone is comfortable, try this with the 'freestyle' section of the track (bars 33-65.) You will recognize this section when it comes up by the fact that there is only a beat and a bassline at the start, no melody or accompaniment.

Differentiation:

For children who are less proficient on the pBuzz

- Play one note per bar

For children who are working at expected level on the pBuzz:

- Play two notes per bar

For children who are exceeding expectations on the pBuzz

- Play four notes per bar

Plenary

Listen to Robert Schumann's The Happy Farmer. <https://www.youtube.com/watch?v=1Ba-XSEyuK4>

Explain to the children that this piece is all played on one instrument, the piano, so it only has one timbre. However, it has a melody (the tune which is sometimes played high, sometimes played low, and sometimes played both high and low – which is called 'doubling') and an accompaniment of short, sharp chords. This gives it 'texture.' Remember that you can have texture without having different timbres.

Key Questions:

- Can you hear the high melody?
- Can you hear the low melody?
- Can you hear the accompaniment?
- What is texture?

Assessment & Evaluation

What to look for:

Children are able to perform their pattern
Children can recognize if a texture is thick or thin
Children understand that texture can exist without timbre

How will you know if the lesson has been successful?

Were the children engaged throughout?
Could they all play their pattern?
Did they understand that texture can exist without timbre?

Notes for Next Time

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

