

Year 1 Music Lesson Plan

Resource Checklist

Down on the Farm: Lesson 1

Learning Objective & Outcomes

Learning Objective:

To understand the concept of texture

Learning Outcomes:

I can explain what texture is

I can recognize different textures

I can use my voice and body to help create different textures

National Curriculum Coverage:

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
- Pastoral Symphony video (link in starter section)
- 'Hoedown' guide track
- A large space for dancing
- PE pumps for dance activity
- Don't forget to watch the introductory teacher video for this topic first!

Starter

Our new music topic is 'Down on the Farm!' We're going to be exploring lots of different music about farming and farm animals, and using this to help us learn about a new dimension of music.

Watch a short section of Movement 3 from Beethoven's Pastoral Symphony, which is about farmers having a party! Ask the children what instruments they can hear? What is it called when we hear different types of sounds in the music? (Timbre.) <https://www.youtube.com/watch?v=fbFvVLM2zc>

Each instrument family plays their own part or pattern. Sometimes there is only one part (like when the string section plays on its own), and sometimes there are lots of parts all played at once (like when the whole orchestra plays together.) We call this 'texture'. Texture is the number of parts that happen at the same time. We may just have one part at once, which would be a 'thin' texture, or we may have lots of parts at the same time, which would be a 'thick' texture.

Ask the children to tell you their favourite sandwich fillings. Draw a sandwich with one filling on the board and tell the children that this is like when the string section were playing on their own – a 'thin' texture. Then draw a sandwich with all the fillings they have suggested. This is like when everyone was playing together – a 'thick' texture.

Key questions:

- What instruments can you hear?
- How many sounds are playing at once?

Main

Listen to the guide track for the topic song 'Hoedown'. Explain that like the music we just listened to, this is about farmers having a party, but the style of the music is different. The Beethoven piece was classical music and this piece is country music.

Discuss the texture of the song with the children. Which bit was the thinnest (the start of the freestyle section with just a bass line and percussion part, gradually more instruments are added to make this a thicker texture) and which was the thickest (the final chorus, which had a voice, trumpet, banjo, harmonica and percussion parts.)

Explain to the children that this music is made for dancing! Play the track again and teach the dance moves that go with the song (see teacher video for instructions.) (At this stage you can dance throughout the whole song, but later in the topic we will confine the dance moves to one section, to allow us to sing and play too.)

When everyone is reasonably confident with the moves, ask everyone to stand in a line at one side of the space. Play the track again and slowly invite groups of children into the space to join in with the dance, until everyone is dancing. When you are done explain that our dance is like musical texture. It started off thin with just a few dancers, and ended up thick with everyone dancing.

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.

**You can count this activity towards the PE curriculum too!*

Plenary

Ask the children what 'texture' is. Explain that we are going to really quickly make our own textured piece using our voices and bodies. Ask the children to think of a sound that they can make with their voice or their body. It can be any sound they like, but you might want to give a few examples like clapping, clicking, stamping, whistling etc to give them some ideas. Explain that when you point at them you want them to start doing their sound, and keep going until you say stop. Gradually bring all the children in one by one, so that you move from a thin texture to a thick texture.

Key Questions:

- What is texture?
- What kind of texture did we have at the start of our piece?
- What was the texture at the end of our piece?

Assessment & Evaluation

What to look for:

Children are able to verbally express what texture is
Children are able to hear changes in texture
Children are able to perform a repeated sound

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 activities?
Could they all explain what texture means?

Notes for Next Time

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

