

Year 1 Music Lesson Plan

Resource Checklist

Down on the Farm: Lesson 2

Learning Objective & Outcomes

Learning Objective:

To compose a piece of music using texture

Learning Outcomes:

I can compose a piece of music using texture

I can work well as part of a group

I can perform my piece of music with my group

National Curriculum Coverage:

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

Experiment with, create, select and combine sounds using the interrelated dimensions of music

- A large space for group work
- A video camera or iPad to record assessment evidence

Starter

Sing the song 'Old MacDonald had a Farm,' with suggestions from the children as to which animals you include. Split the class into three groups and give each group an animal – for example ducks, sheep, cows. Ask one group to make their animal sound. This is a thin texture. Add another group on top. Now the texture is thicker. Add the final group. This is a thick texture.

Key questions:

- What is texture?
- Is the texture thick or thin?

Main

Explain to the children that we are going to create our own piece of music with texture, called 'Down on the Farm.' In this piece, you will use your voices to create the sound of a farmyard! You must make sure that sometimes the texture is thin and sometimes it is thick, so you will need parts of your composition where everyone performs at once, and parts where only a few people perform, just like our Old MacDonald activity.

Divide the class into four or five groups. Ask them to think carefully about the sounds they are going to make. Choose one child to be the leader of the group, who will tell the others when to start and stop. Allow the groups some time to experiment, and then give them a five-minute reminder that they need to practise their piece ready to perform.

Differentiation:

For less confident groups:

- **Suggest some sounds for them so they don't have to think of their own**
- **Give them a pre-arranged structure e.g. thin – thick – thin and tell them who should perform when**

For more confident groups:

- **Encourage them to include some of the other dimensions of music we have learnt about in their piece.**

Plenary

Ask each group to play their 'Down on the Farm' piece. Ask the other children to show whether the texture is thick or thin by holding their hands together or apart (as if they were playing an accordion.)

You will need to allow a lot more time than you think you need for this! Don't be afraid to interrupt the groups by clapping loudly if they go on too long, you can always pretend that you thought they were finished!

Key Questions:

- What was the best bit?
- What do you need to work on?
- How did you use texture in your piece?
- What other musical features did you use?

Assessment & Evaluation

What to look for:

Children are able to create a piece of music using texture
 Children are able to work well as part of a group
 Children are able to perform as part of a group
 Children are able to suggest improvements to their work

How will you know if the lesson has been successful?

Were the children engaged throughout?
 Did they all work well in their groups?
 Did they all take part in the performance?
 Did they all produce a piece using texture?

Notes for Next Time

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

