



Maestro

An Educational Music Programme for Early Years Foundation Stage, Key Stage 1 and Key Stage 2

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**ARTS COUNCIL
ENGLAND**





An Introduction to Maestro

Welcome to Maestro. An educational music programme for Sefton Music Hub. The intention is that children will be engaged in music, feeling the music and being immersed in music.

This progressive scheme of work has been developed to meet the Early Years Foundation Stage, National Curriculum and the Model Music Curriculum objectives which include Singing, Listening, Composing and Performing.

Maestro is an accessible scheme which is inclusive and adaptive. Music should be a safe space for children to explore and develop skills. Each lesson plan has been written to ensure children with EAL and SEND can access the scheme.

There are opportunities for assessment including summative, formative and peer assessment built into the lesson plans. We also encourage children to appraise and evaluate their own work and that of others, ensuring a positive environment.



Maestro for Key Stage 1

There are three units for Year 1 and three units for Year 2. These should be used in conjunction with your music curriculum and give space for whole class singing, Christmas and Easter, to be built around the units.

The units build on a spiral learning curriculum approach and on giving lots of opportunities for children to engage in music activities. The intention is they will be engaged in 'doing music', feeling the music and being immersed in music. The children will gain from revisiting lessons and in doing so developing a deeper understanding of skills, knowledge and concepts involved.

The lessons will vary depending on the group of children you are working with, as well as the learning environment. The plans are suitable for whole classes and mixed year $\frac{1}{2}$ classes and small groups.

The plans will also work well if you're working with EAL, non-verbal children and can be adapted for those with additional needs; music is a really safe place for all children to be creative in.

Collect all the musical things you've explored, revisit activities, and listen to the pieces of music again.

Use the Ipad to keep a record of progress and enable peer assessment. Give yourself the permission to be creative, to be musical and to have fun. Use the lesson plans which include hyperlinks to the Maestro Youtube Channel and also an instructional video for each unit to guide you.



KS1 Instructional Videos

Supporting instructional videos with information on how to teach each unit for Maestro for Key Stage 1 are available on the Maestro Youtube channel (set to private and only available through these links)

KS1 Introduction

<https://youtu.be/2ZS1-0OHPGg>

KS1 Year 1 - Animals

<https://youtu.be/sSozRq8jeq4>

KS1 Year 1 – Toys

<https://youtu.be/ho0JWRrtwhE>

KS1 Year 1 – Minibeasts

<https://youtu.be/GX4WwTh57go>

KS1 Year 2 – Class Band

<https://youtu.be/YwedGyh9WE4>

KS1 Year 2 – Weather

<https://youtu.be/JlxaVOc4P0A>

KS1 – Year 2 – Animals And Their Environments

<https://youtu.be/mgVjETB7XnU>



Disclaimer

Content

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“3 Little Pigs (pub. A&C Black) has been purchased and is provided as a supporting resource to this scheme of work.”

Curriculum Plan

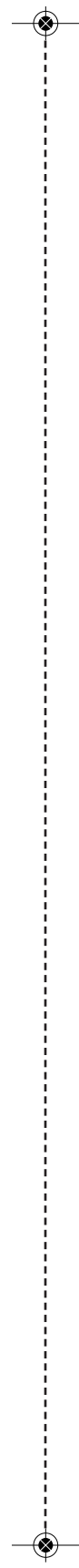
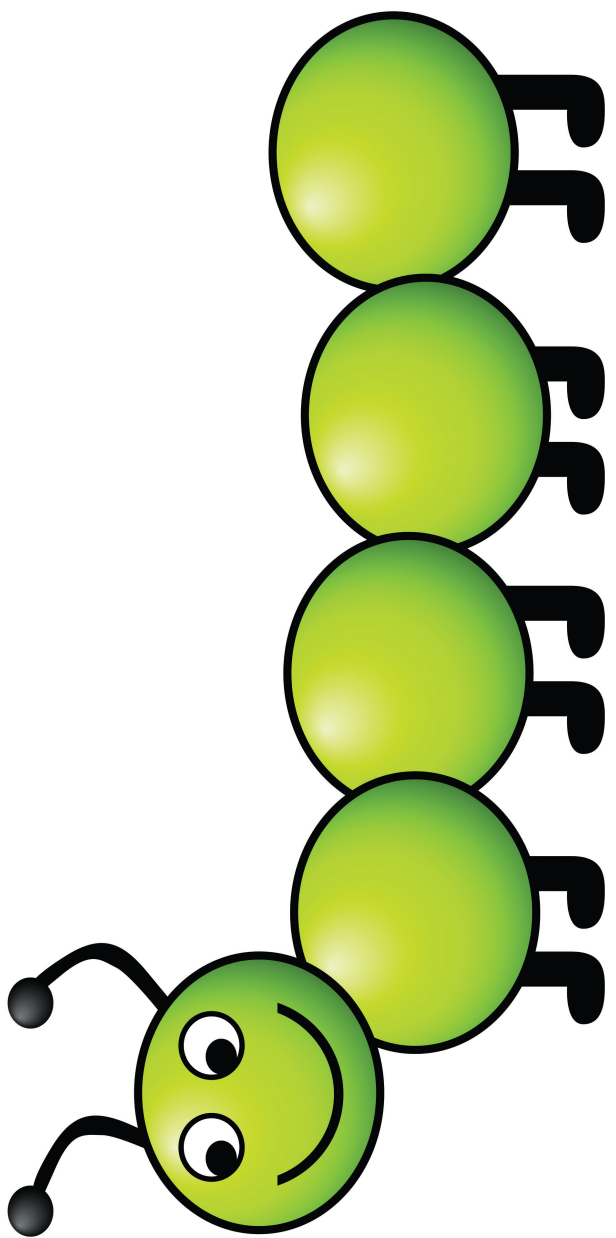
Music teachers must consider the use of this resource in the context of the overall curriculum plan for their school.

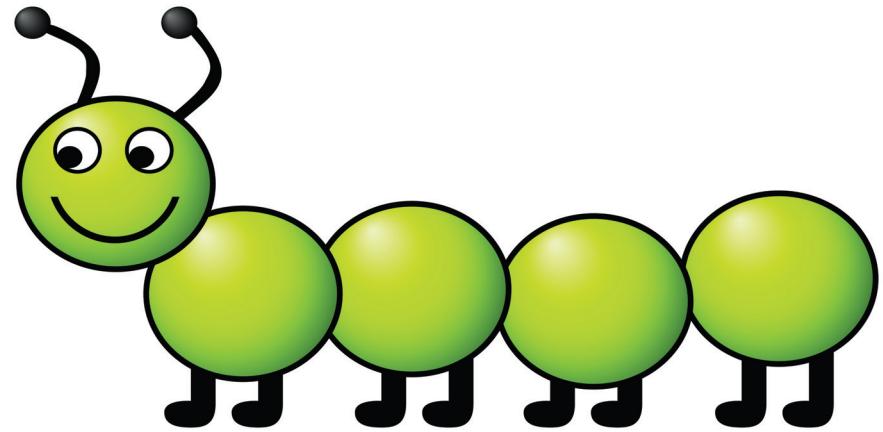
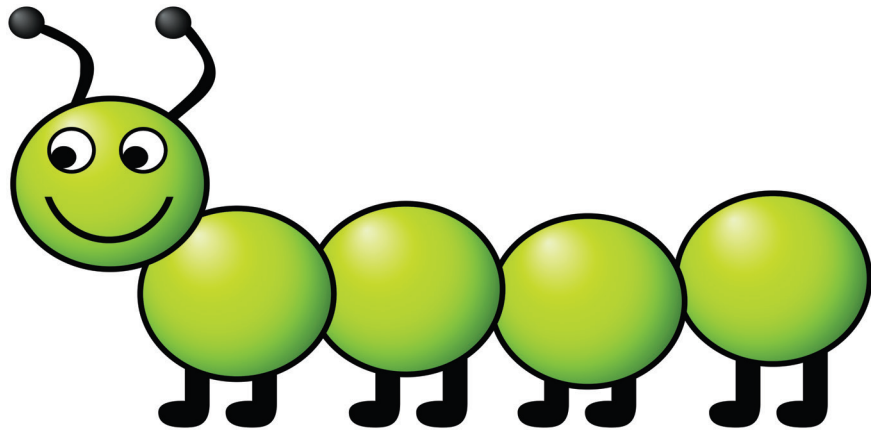
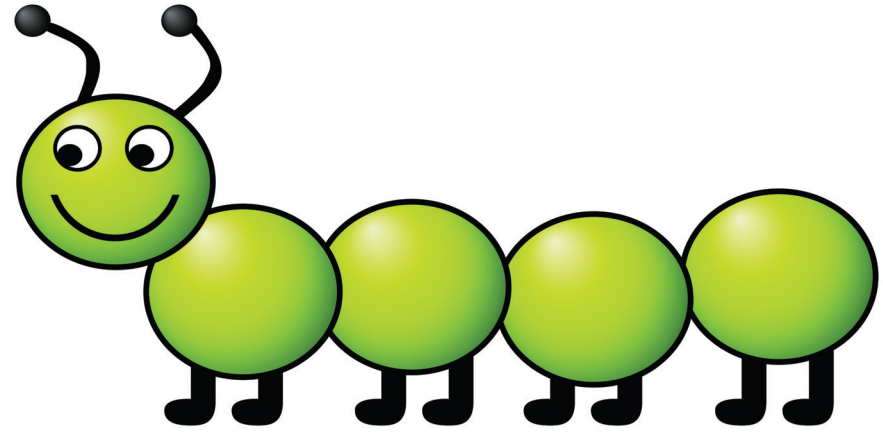
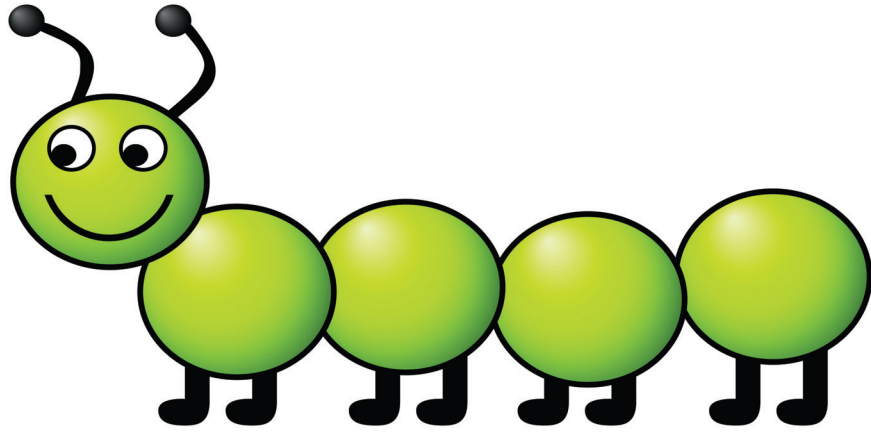
Eternal Links

External youtube links used may be changed or removed without notice. Please consider alternative musical examples as per each lesson plan.

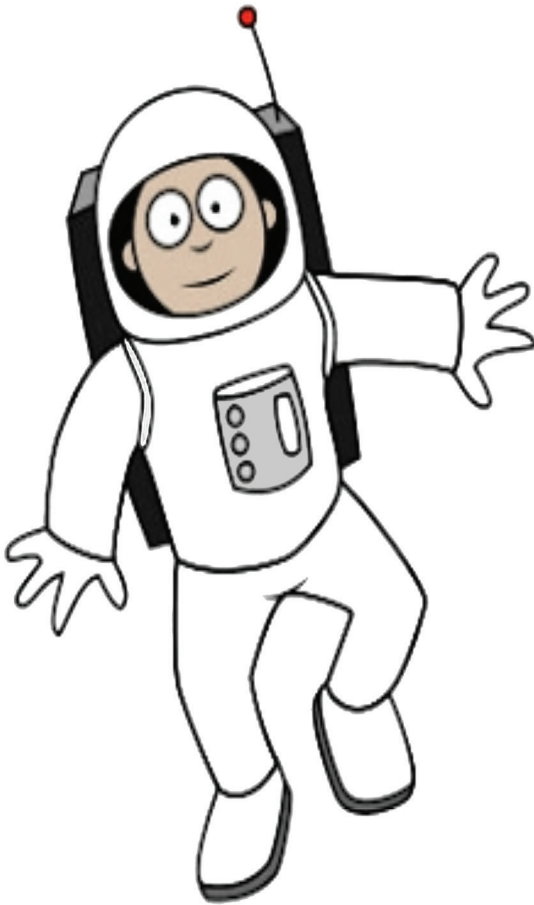
Extracts

The extracts referred to in this resource have been chosen as they display examples of good practice in musical elements of popular music. Popular music often contains references to challenging subject matter, euphemism and innuendo. An effort has been made to avoid using inappropriate examples. Although the excerpts used have been deemed appropriate, some may find other parts of a song, or, for example, it's broader media such as a music video or use and meaning in popular culture, offensive. It is recommended that teachers consider their institution's safeguarding policy before using this resource to ensure no excerpt used may be considered inappropriate. Teachers may wish to find alternative extracts.











sunny



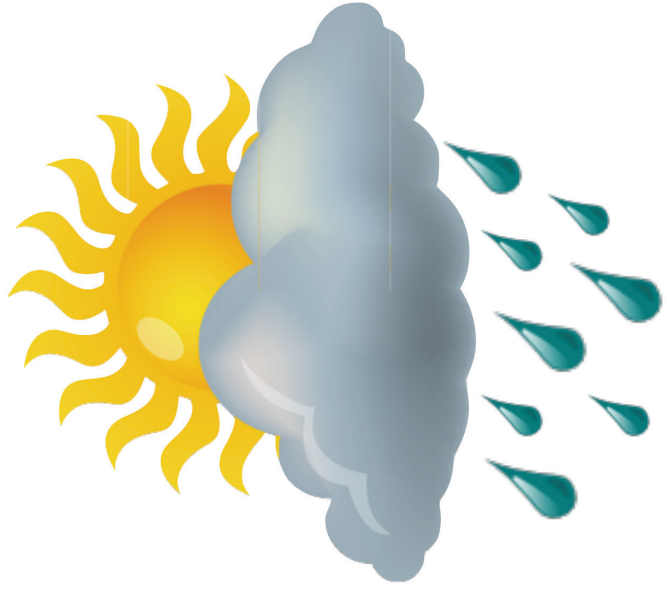
cloudy



stormy



windy



rainy



snowy



rainbow



warm



hot



foggy



cold

Draw your jungle animal

How does your jungle animal move?





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KS1 Year 1 – Animals

Lesson 1

Learning Objective/Intent LO:	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>To recognise the difference between basic elements: fast/slow, high/low, loud/quiet.</p> <p>MMC Objectives:</p> <p>To walk, move or clap in time to the steady beat of a piece of music, changing speed of beat as music tempo changes.</p> <p>Identify the beat groupings in familiar music.</p>	<p>Starter Hello Song https://youtu.be/7dIZIJRt67o</p> <p>Pitch- High/Low: Play 2 contrasting chime bars – children move respectively: stretching up tall for high sound/ bend low on low sound. Tempo- Fast/ Slow: Play a contrasting pulse on a drum, one fast, one slow. The children step with their feet to the pulse accordingly. Loud/ Quiet: Toy jungle animal called (name of toy....), whisper that(name...) is fast asleep, so children tiptoe to a pulse around the toy quietly so as not to wake him! Explain it is time for...to wake up, children to clap 3 times loudly! (name...) is not impressed so repeat, putting back to sleep and tiptoe to the pulse again. Explain this time children need to stamp 3 times to wake(name...) up properly!</p> <p>Teaching Sequence</p> <ul style="list-style-type: none"> ○ Encourage children to be active listeners, thinking about: <ul style="list-style-type: none"> - instruments being used and how they are played, - is the music slow/ fast, high pitched/ low pitched or loud/ quiet? ○ St. Saens “Carnival of the Animals”. Using large area with space to move children listen and move to each extract of music. <p>-Listen to youtube extract of The Elephant https://www.youtube.com/watch?v=OcTDz4_Tv7o</p>	<p>2 contrasting chime bars one high and one low. A soft toy jungle animal. Large space for movement activities. Variety of percussion instruments suggestions- Elephant-low pitched percussion instrument such as drum, large xylophone, large tambour lion-tambour, xylophone, chime bars or a conga drum birds- high</p>	<p>Three children each play the three different animal rhythms. As each child plays rhythm, the children represent animal moving to the rhythm appropriately.</p>	<p>Can children: -move appropriately to the different musical concepts? -discuss the music using some musical terms? Challenge: Can the children use key musical language to describe what they heard? Can children name any musical instruments they are listening to in the music? SEN/EAL:</p>



KS1 Year 1 – Animals

Lesson 1

	<p>Listen to youtube extract The March of The Lion https://www.youtube.com/watch?v=rE4CATvZ188</p> <p>Listen to youtube extract The Aviary https://www.youtube.com/watch?v=xkmpKKVVO4Q</p> <ul style="list-style-type: none">○ For each animal discuss and create a rhythm on an appropriate percussion instrument for the children to move to: Children decide which of the musical instruments would represent each animal and then invent a short rhythm pattern. Eg. Elephant - tapping drum: X X X X Aviary - glockenspiel low C, high C: - _ - _ Ask if rhythm should be slow/ fast/ loud or quiet?○ One of the children plays a steady beat while another child plays on selected instrument the invented rhythm pattern repeatedly using some of the children's suggestions for ways of using musical elements.	<p>pitched percussion instruments such as a triangle, Indian Bells , glockenspiel etc.</p> <p><u>Vocabulary</u> Tempo – Slow/ fast Dynamics loud/quiet Pitch high/low</p>		<p>Use some web resources to introduce some of the main instruments of the orchestra.</p>
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KS1 Year 1 – Animals

Lesson 2

Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p>LO: To create and perform simple rhythms on tuned and untuned percussion. To use voices expressively to speak and chant.</p> <p>MMC Objectives: To play a singing game. To choose sounds to illustrate moods and characters. To create music in response to a non-musical stimulus. To invent a rhythm pattern. To perform and evaluate their own and each other's work.</p>	<p>Starter Hello Song https://youtu.be/7dIZIJRt67o</p> <p>Kye Kye Kule https://youtu.be/ihOJnYwTMX0</p> <p>Teaching Sequence</p> <ul style="list-style-type: none"> ○ 1.Children choose a Jungle animal and draw it, and write a very short description of how it moves. ○ 2. Choose an appropriate instrument and create their own rhythm/sounds to represent their animal. Ensure the children are clear that the sounds they make must try and represent the movements of their animal. ○ After observing and identifying good examples, stop the class and show this work. Discuss with the children why the rhythm/sound pattern is a good representation of the animal (e.g. they are playing slowly/quickly/loudly/quietly or they have picked a high pitched/ low pitched/ scratchy/ tinkly etc. instrument). ○ 3.Take turns to perform their rhythms. Discuss with children what they liked about the rhythms and if they have any ideas on how to improve any of them, try out some suggested ideas and discuss whether they think that it improved their rhythm or not. 	<p>Red /green conductor card. Range of tuned and untuned percussion for the children to choose from. iPad</p> <p>Vocabulary Tempo – Slow/ fast High/low Instruments, Percussion</p>	<p>Jambo https://youtu.be/LJ219C_NZbA</p> <p>In pairs children sing and play the song, clapping own hands and partners hands to the beat. They could play this singing game in the playground.</p>	<p>Can the children:</p> <ul style="list-style-type: none"> - pick an appropriate sounding instrument? -play the rhythm in a way that represents their animal well? <p>Challenge: Ensure children are focused on the way they play their rhythm as well as the pattern that they create.</p>



KS1 Year 1 – Animals

Lesson 2

- Record the compositions using iPad.

SEN/EAL:

Ensure that the children are paired up thoughtfully thinking about their abilities and any additional needs they might have. Ensure the children are -are children playing instruments they have chosen, correctly, with good technique



KS1 Year 1 – Animals

Lesson 3

Learning Objective/Intent: LO:	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p>To use voices expressively and creatively by singing songs, speaking chants and rhymes and adding vocal sound effects.</p> <p>To experiment with, create and combine sounds using the inter-related dimensions of music.</p> <p>MMC Objectives:</p> <p>To sing expressively using singing voices and vocal sounds to represent animals.</p> <p>To explore choose instrumental and voices sounds to enhance story telling.</p> <p>To rehearse and perform simple chant/ rap using</p>	<p>Starter Hello Song https://youtu.be/7dIZIJRt67o</p> <p>Read “Rumble in the jungle”, or use a read aloud such as example found in the following a link: https://www.youtube.com/watch?v=fgdfofQegaM&list=PLyyM6PE94tKvqs5Va6vfHwAkv8oarWEWy&index=5</p> <p>Teaching Sequence</p> <ul style="list-style-type: none"> ○ Use book as a stimulus for the music making the children are going to complete. Select three animals from story: e.g. gazelle, lion, gorilla ○ Discuss ideas about character of each animal, e.g. gazelle leaps, lion roars and prowls. Select sounds to represent features of the animals . Use vocal and instrumental sounds. ○ In pairs explore making rhythmic vocal animal sounds for selected animal. The children choose one of the animals making sounds to go with them. Explore if the sounds can fit into a 4 beat pattern using a pair of claves to tap the 4 beats. ○ Composition task – Rehearse and then perform a simple chant/ rap about walking in the jungle using rhythmical animal noises that the children have created. 	<p>Book “Rumble in the jungle”</p> <p>Red /green conductor card.</p> <p>Variety of percussion instruments, such as woodblock, glockenspiel, egg shakers, claves.</p> <p>Camera/Ipad.</p> <p>Try to include a pitched instrument such as a glockenspiel or chime bars.</p> <p>Vocabulary Tempo – Slow/ fast</p>	<p>Sing Down in the jungle</p> <p>an example of the song can be found in the following link: https://www.youtube.com/watch?v=nSdmRM00fRU</p>	<p>Can children -join in group singing/ chanting confidently?</p> <p>-explore and create different animal sounds using different vocal techniques?</p> <p>Challenge: Ask the children about the sounds they are making...Are they using their high voices/ low voices/ soft voices/ loud voices?</p>



KS1 Year 1 – Animals
















Lesson 3

<p>different animal sounds. To work with partners and use peer assessment to evaluate work</p>	<p>Children feel beat by tapping knees, teach the rap phrase: <i>"I was walking in the jungle and I heard a strange sound"</i></p> <p>Children play chosen sound patterns and ideas after the phrase in a 4 beat pattern. Repeat selecting more animals.</p> <p>Perform rap with all the children chanting the rap phrase and then conducting groups in turn to make the animal sounds.</p> <p>Finish with final rap phrase - <i>"I was walking in the jungle and I heard some strange sounds" - all the children join in with their sounds to make a noisy jungle!</i></p> <ul style="list-style-type: none">○ Record on iPad, watch and evaluate work.	<p>Steady beat, pulse Rap structure, Instruments, Percussion</p>	<p>SEN/EAL: Be as creative as possible with the variety of sounds the children make. You could also add in body percussion. Make sure animal sounds fit into the beat well when teaching the song.</p>
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KS1 Year 1 – Animals

Lesson 4

Learning Objective/Intent LO:	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria				
<p>To use graphic notation.</p> <p>To experiment with, create and combine sounds recognising the difference between basic elements of music.</p> <p>MMC Objectives:</p> <p>To sing expressively using singing voices and vocal sounds to represent animals.</p> <p>To use voices to create different sounds.</p> <p>To rehearse and perform simple composition following notation.</p> <p>Create a sequence of sounds.</p>	<p>Starter Hello Song https://youtu.be/7dIZIJRt67o</p> <p>Sing - Shake my Sillies An example of this song can be found on the following link https://www.singup.org/free-resources/shake-my-sillies-out</p> <p>Teaching Sequence</p> <ul style="list-style-type: none"> Choose three animals:- E.g. elephant, tiger, monkey, or the animals and sounds selected from jungle activity in lesson 2 – For each animal select a sound, including vocal and body percussion sounds as well as instrumental. Practice making sounds as conductor points to each animal name or picture. Use graphic notation selecting a symbol for each animal sound, eg Monkey =  Tiger = , Elephant =  Use grid and insert symbols so children see a structure for the composition <table border="1" data-bbox="398 1276 1496 1353"> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> </table>					<p>Pictures of animals.</p> <p>Red /green conductor card.</p> <p>Variety of vocal, body percussion sounds and percussion instruments, such as woodblock, glockenspiel, egg shakers, claves.</p> <p>Camera/Ipad.</p> <p>Try to include a pitched instrument such as a glockenspiel or chime bars.</p> <p>Vocabulary</p>	<p>Sing Kye Kye Kule</p> <p>https://youtu.be/ihOJnYwTMX0</p>	<p>Can children: -join in group singing/ chanting confidently?</p> <p>-explore and create different animal sounds using different vocal techniques?</p> <p>Challenge: Ask the children about the sounds they are making, are they using their sounds in different ways low/high, smooth/spiky, loud/quiet?</p> <p>SEN/EAL:</p>
								



KS1 Year 1 – Animals

Lesson 4

- Play the sequence and repeat several times.
- Discuss and implement any changes that children suggest altering the sequence.
- Finally play in layers beginning to understand the dimension of texture in music.

An example could be as follows –

Tempo –
Slow/ fast
Steady beat,
pulse
notation
texture
structure,
Instruments,
Percussion

Be as creative
as possible
with the variety
of sounds the
children make.
You could also
add in body
percussion.



KS1 Year 1 – Animals

Lesson 5

Learning Objective/Intent LO:	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p>To explore the different timbres of a selection of tuned and untuned instruments. To use voices expressively and creatively by singing songs, speaking chants and rhymes and adding vocal sound effects.</p> <p>MMC Objectives: To create music in response to a non-musical using voice, instruments and body percussion. To create a sequence of sounds.</p>	<p>Starter Hello Song https://youtu.be/7dIZIJRt67o</p> <p>Sing A Keelie Makolay call and response song. https://youtu.be/ZnzcpalaOu8</p> <p>Teaching Sequence</p> <ul style="list-style-type: none"> ○ 1. Watch video clip about adding instrumental and vocal sounds to a story about the rainforest. https://www.bbc.co.uk/programmes/p011stvj Explain that the children will be making some musical stories about the jungle. ○ 2. Revisit jungle story, enriching and developing ideas further. Story starts: "I was walking in the jungle and....." - discuss ideas to continue the story. <p>Split class into groups of 5 or 6 - make a story map of their story on A3 paper.</p> <ul style="list-style-type: none"> ○ 3. Children select instruments or make sounds to accompany the story. ○ Give the children time to rehearse and refine their performances and record on the iPad. 	<p>Red /green conductor card. Paper/whiteboards Variety of percussion instruments, such as woodblock, glockenspiel, egg shakers, claves. Camera/Ipad. Pitched instruments such as a glockenspiel or chime bars.</p> <p>Vocabulary Tempo – Slow/ fast timbre, dynamics, pitch,</p>	<p>Watch and discuss video about how percussion instruments are used to create music.</p> <p>An example can be found using the following link: https://www.youtube.com/watch?v=ZcA2P9IO6Gc&t=144s</p>	<p>Can the children: -use their knowledge of tempo/ dynamics/ pitch and timbre to create effective sound accompaniments for their story?</p> <p>-evaluate their own work?</p> <p>-suggest ways to improve?</p> <p>Challenge: Select children to write down patterns in</p>



KS1 Year 1 – Animals

Lesson 5

		Conductor, Instruments, Percussion	graphic notation. SEN/EAL: Groups of mixed ability, ensure all children involved in decision making process of activity. Ensure adequate selection of instruments to choose from, encourage use of found sounds eg. paper, wooden twigs and vocal and body percussion sounds.
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KS1 Year 1 – Animals

Lesson 6

Learning Objective/Intent LO:	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p>To use voices expressively and creatively by singing songs, speaking chants and rhymes and adding vocal sound effects.</p> <p>To evaluate work with peer assessment.</p> <p>MMC Objectives:</p> <p>To develop performing skills.</p> <p>To use peer evaluation of performances as points for discussion.</p> <p>To use recordings as tool for evaluation and progress.</p>	<p>Starter Hello Song https://youtu.be/7dIZIJRt67o</p> <p>Sing Boom Chicka Boom - warm up singing voices and encourage good facial expression and posture. An example of which can be found here; https://www.youtube.com/watch?v=69f9sCwhwYk</p> <p>Teaching Sequence</p> <ul style="list-style-type: none"> 1.Children stand to sing: encourage good posture: e.g giraffe necks, straight backs, shoulders back, sparkly eyes! <p>Record class singing songs – A Keeley Makolay https://youtu.be/ZnzcpalaOu8</p> <p>Kye Kye Kule https://youtu.be/ihOJnYwTMX0</p> <p>Jambo https://youtu.be/LJ219C_NZbA</p> <ul style="list-style-type: none"> Watch and discuss recordings of songs and of jungle animal sequences from last lesson. Encourage children to evaluate and say what they liked about them: 	<p>Red /green conductor card. Selected instruments and sounds from previous lesson. Camera/lpad.</p> <p>Vocabulary Tempo – Slow/ fast Conductor, Timbre smooth spiky, short long Instruments, Percussion, posture</p>	<p>Watch and discuss video about found sounds being used to create music.</p> <p>An example can be found using the following link: https://www.youtube.com/watch?v=iGH6c5xgUtg&t=56s</p>	<p>Can children: -evaluate their own and others performances? -suggest ways to improve?</p> <p>Challenge: Select two children to be music detectives – after watching recordings can they finish sentence ‘That was good because...’ using some musical terms and key vocabulary.</p> <p>SEN/EAL:</p>



KS1 Year 1 – Animals

Lesson 6

	<p>Can they spot anyone showing really good singing posture? Did any sound effects in the stories stand out? How could they get better at performing?</p>			<p>An extra adult in class to support children and help do the recording if at all possible.</p>
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KS1 Year 1 – Toys

Lesson 1

Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p>LO: Explore a range of sounds using instruments. Follow instructions about when to play and sing.</p> <p>MMC objectives To explore and use vocal sounds. To follow instructions about when to sing and play. To choose instrumental, vocal and found sounds in response to a story. Perform a word pattern chant. Sing songs with a limited range of notes.</p>	<p>Starter Hello Song https://youtu.be/7dIZIJRt67o</p> <p>Listen and move to Mozart 'Rondo Alla Turca', an example can be found in the following link; https://www.youtube.com/watch?v=quxTnEEETbo</p> <p>Teaching Sequence</p> <ul style="list-style-type: none"> ○ 1. Peace at Last, read the story to the class or select a read aloud version an example can be found using the following link: https://www.youtube.com/watch?v=9U9y35kWBvM ○ Select vocal sounds such as yawning, clicking tongues, humming voices to use in response to selected events in story such as being tired, the refrigerator, dripping tap. Play conductor game - stopping and starting sounds with red and green cards. Select one of the children to be the conductor and repeat the activity. ○ Select instrumental sounds, ask children to choose sounds that will represent some of the different places/events in the story, e.g. the woodblock for the ticking clock, shaking tambourine for the sun shining. ○ Use the conductor re/green cards to stop and start the sounds. ○ Try combining some vocal and instrumental sounds. Select one of the children to be the conductor. ○ Teacher quickly recaps main places Bear visits in the story – Begin to introduce idea of graphic notation, to be developed next lesson, by 	<p>Peace at Last book Red /green conductor card. Variety of tuned and untuned percussion instruments: eg. chime bars, claves, woodblock, glockenspiel, egg shakers. Camera/Ipad. Try to include a pitched instrument such as a glockenspiel or chime bars.</p> <p>Vocabulary Tempo – Slow/ fast Loud Quiet Dynamics</p>	<p>Sing action song based on pentatonic notes, an example you could use can be found using the link below: Dr Knickerbocker https://www.youtube.com/watch?v=5L40pXuNawY</p>	<p>Can children: - follow instructions and handle instruments? -stop and start sounds? -Make suggestions for sounds that will represent characters and events?</p> <p>Challenge: Ask children to give suggestions about using loud and quiet sounds and changing dynamics in</p>



KS1 Year 1 – Toys

Lesson 1

asking children for ideas about how to should show the order of our sounds so we can remember them for next lesson. Could we put the instruments in order, write a list, draw pictures to show what sounds we will make?

- 3. Record evidence of musical decisions and processes: take a photograph of instruments selected or short video of the sounds so far for recollecting the sound story next lesson and show work in progress.

Conductor,
Instruments,
Percussion

the class
music story.

SEN/EAL:

Children may have had opportunities previously to experience handling instruments and exploring sounds. Familiarise children with the story Peace at Last. The pictures will be cues for the sequence of sounds that are being played.



Learning Objective/Intent LO:	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p>To create a sequence sounds for a class sound story.</p> <p>To notate their sounds using pictures/symbols to an develop understanding of graphic notation.</p> <p>MMC Objectives:</p> <p>To begin to structure and sequence sounds to create a class sound story.</p> <p>Perform a word pattern chant.</p> <p>To reinforce using expression in voices.</p>	<p>Starter Hello Song https://youtu.be/7dIZIJRt67o</p> <p>Jack in the Box song https://www.youtube.com/watch?v=swHPtAPL1u0 Listen and sing, children move up and down with the high and low pitch.</p> <p>Teaching Sequence Peace at Last – Recap on the sounds selected from last lesson, using photos or Ipad recording if possible. Composing task-</p> <p>Identify the first situation in the story; children select body percussion sounds for walking upstairs and vocal sound for the snoring.</p> <ul style="list-style-type: none"> ○ Compose a word pattern chant e.g. 'I can't stand this!'. Everyone can join in with this throughout story. Practise saying this using lots of expression in voices and faces. ○ Recap last lesson, use recording/photos on iPad to recollect assortment of instruments and sound makers used and put these at the front of class. Having selected the sounds for the story for clock, dripping tap, animals in garden, a group of children can now have a little time to practice playing these. ○ All class use vocal sounds too, humming for the refrigerator, vocal aeroplane sound and word pattern chant 'I can't stand this!'. <p>Organisation possibilities could be - groups of children for different sounds, or a line of children at the front with selected instruments.</p>	<p>Youtube Instruments and found sounds selected for the story, pitched instrument such as a glockenspiel or chime bars.</p> <p>Conductor card.</p> <p>IPad</p> <p>Red/green conductor spot</p> <p>'Peace at Last' Story book/ picture cards if possible.</p> <p>Vocabulary</p> <p>Tempo – Slow/ fast</p> <p>Pitch high/low</p> <p>Conductor,</p>	<p>Select song e.g. 'Shake my sillies out', from previous lesson/unit</p> <p>an example of this can be found using the following link https://www.youtube.com/watch?v=YLKW8RnGfmg</p>	<p>Can children:</p> <ul style="list-style-type: none"> -handle instruments with control? -make suggestions for sounds that will represent characters and events? -give reasons for selecting sounds? -understand the sequence of sounds to form a composition? -follow the graphic score? <p>Challenge:</p> <p>Focus on the silence towards the end of the story when Mr Bear is finally</p>



Teacher to narrate story or use read aloud version example from previous lesson.

- Use an Ipad to record the whole class sound story. Now begin to discuss suggestions ideas for simple symbols for each sound, e.g.:

***** (plane)	^ ^ ^ ^ ^ (clock)	L L L L (dripping tap)	Z (rest)
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- Use whiteboard to scribe notation and make a sequence of graphic notation for the sounds in the story.
- *Silence, and the contrast with sounds, is an important part of music. In later musical development silence is marked by rest beats in music notation. In graphic notation we can use a 'Z' to mark silence in our sound stories.*

Graphic score
Dynamics –
Loud/quiet

falling asleep. Can we make the sounds gradually get quieter (diminuendo), and use the sign to represent this:



SEN/EAL:

Draw a simple symbol to represent instrumental sound for child to make for example: **X** for shaking the tambourine. Support children identifying one symbol indicating when to play.



KS1 Year 1 – Toys

Lesson 3

Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p>LO: To make suggestions about good points and how to improve work. To recognise musical features such as repeating patterns and shape of sounds - high/low.</p> <p>MMC objectives To explore different vocal and instrumental sounds and contrasts of dynamics and silence in music. To listen to music and recognise the difference between elements of music such as dynamics. Create a sequence of sound and silence.</p>	<p>Starter Hello Song https://youtu.be/7dIZIJRt67o</p> <p>Talking Voice https://youtu.be/cUzOXN4ITeQ</p> <p>Watch a piece of music demonstrating use of dynamics. An example can be found using the following link: <i>Third Coast Percussion performing: 'Xingu River' by Philip Glass</i> https://www.youtube.com/watch?v=I9uIBy1SmH8</p> <p>Teaching Sequence</p> <ul style="list-style-type: none"> ○ 1. Watch and discuss video recording of Peace at Last sound story. Encourage children to recognise good musical features of work eg. control of instruments, following structure of music. <p>Ask how work can be improved. Use the star and wish process -identifying two star (good features) and two wish points (improvements) for our composition.</p> <ul style="list-style-type: none"> ○ 2. Creating silence! – children on carpet sitting facing the front of class. Start with actions using hands above hands and slowly and gently wriggling fingers and bringing one hand then the other down slowly until resting on knees. <p>Select child to hold scarf as teacher holds the green conductor card scarf is slowly lowered to floor. Select group of children to each hold a scarf in their</p>	<p>Youtube Peace at Last book IPad Previous recording of class composition for children to watch. Red /green conductor card. Variety of percussion instruments, such as woodblock, glockenspiel, egg shakers, claves. Body percussion sounds. Scarves Camera/Ipad.</p>	<p>Call and response song such as -'Shake my Sillies Out'. An example of a song like this song can be found using the following link: https://www.singup.org/free-resources/shake-my-sillies-out</p>	<p>Can children -identify the good features of the class story Peace at Last?</p> <p>-follow the instructions for the sound/silence sequence?</p> <p>Challenge: Silence, referred to as 'rests', and is an important part of music. In the Peace at Last story the contrast between the sounds and the silence will build mood,</p>



KS1 Year 1 – Toys

Lesson 3

	<p>hands high above their heads. Slowly they drop the scarves to the floor to mark the silence. Repeat going along the line in turn each child dropping the scarf one at a time.</p> <ul style="list-style-type: none">○ 3. Combine sound and silence in a sequence: Group of children to come to the front and each hold a scarf. Class all tap hands when card is green/ stopping when red. The group holding scarves - conductor shows green card to first child who slowly drops it gently down to the floor. Show green card to class who make tapping sounds again, stopping on red. Then show green card to next child with the scarf, and so on until reach the end of the line. <p>Choose a different sound such as clicking tongues, rubbing hands, stamping feet making a sound and silence sequence, using the conductor cards to lead, going along the line of children individually and alternating with class sound.</p>	<p>Try to include a pitched instrument such as a glockenspiel or chime bars.</p> <p><u>Vocabulary</u> Tempo – Slow/ fast Dynamics loud/quiet Conductor, Instruments, Percussion, Rests</p>		<p>character and structure into the music.</p> <p><u>SEN/EAL:</u> Select child to choose coloured scarf and starting with it above head drop it slowly to ground for silence.</p>
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KS1 Year 1 – Toys

Lesson 4

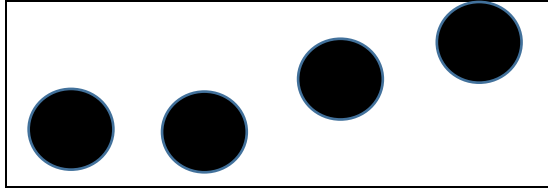
Learning Objective/Intent LO:	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p>To develop graphic notation chart to show sound sequence.</p> <p>Have the opportunity to sing song on their own 'solo'.</p> <p>Recognise patterns and ideas when listening to music.</p> <p>LO:/ MMC objectives</p> <p>Explore, invent and play repeated rhythm and pitch patterns.</p> <p>Invent, retain, recall rhythm and pitch patterns performing these for others and taking turns.</p> <p>Recognise how graphic notation can represent created sounds.</p> <p>Create musical sounds effects and</p>	<p>Starter Hello Song https://youtu.be/7dIZIJRt67o</p> <p>Doggy Doggy https://youtu.be/CL0Nigvsm2E</p> <p>Teaching Sequence</p> <ul style="list-style-type: none"> Restructure sound story using selection of sounds from last lesson and the selection of sounds used for events. <p>Select four symbols and sounds, write on the whiteboard eg: Tapping claves for dripping tap= x x x x Owl sound rubbing skin surface of drum = O O O Vocal sound for cat = meeeeee-ow.. meeeeee-ow.. Clock sound using the agogo or woodblock = LLLLLL</p> <ul style="list-style-type: none"> Children in pairs work to create a sequence of sounds with a beginning, middle and end. Now use whiteboard to write down graphic notation for their piece. Select some pairs to show and perform their music. Some children can use pitched instruments: three notes C,D,E on chime bars or glockenspiel to make a simple melody to include in the sequence of sounds, this could be notated by writing down names of notes or, as shown below,using dot notation: 	<p>Red /green conductor card.</p> <p>Variety of percussion instruments, such as woodblock, glockenspiel, egg shakers, claves.</p> <p>Pitched instrument such as a glockenspiel or chime bars.</p> <p>Camera/lpad.</p> <p>Vocabulary</p> <p>Tempo – Slow/ fast Dynamics loud/quiet, Conductor, Instruments, Percussion,</p>	<p>Listen to a film about how music sounds can be written down an example can be found using then following link:</p> <p>https://www.bbc.co.uk/teach/bring-the-noise/thunder-jam-weather/zk6pxyc</p>	<p>Can children - use their voices in different ways?</p> <p>-Sing with expression in class singing.</p> <p>Challenge: Can we use dynamics of loud/quiet. Discuss if we can include rests in our music (silence from last lesson).</p> <p>SEN/EAL: Identify one character and clearly have a point in the sequence that</p>



KS1 Year 1 – Toys

Lesson 4

short sequences of sounds in response to stimuli.



- As a challenge select another pair of children to play their music following their graphic notation.
- Follow with class discussion about how the symbols represent the sounds and how music flows as conductor points to symbols. Identify and implement any suggestions for changes the children make.

Sequence

is for that sound. Teacher/ TA to support group/child playing the represented sounds along with the children in this group.



KS1 Year 1 – Toys

Lesson 5

Learning Objective/Intent LO:	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p>To use voices expressively and take part in singing. Develop confidence using voice in a variety of ways. To copy sounds.</p> <p>MMC Objectives: Explore vocal sounds. To respond to different moods in music saying how music makes them feel. To move to the beat of the music.</p>	<p>Starter Hello Song https://youtu.be/7dIZIJRt67o</p> <p>Zoom vocal game – Children sit in a circle. Teacher leads making a vocal sound e.g. wheee...! Using an action to match the sound eg. arm moving from low to high going up diagonally. Children copy. Repeat a few times using other sounds: e.g. zzoom, brrrr, zzzip. Now send sound round the circle. The teacher starts choosing one sound and action, that sound is passed round the circle each child taking a turn to make the vocal sound. Repeat with another sound.</p> <p>Teaching Sequence</p> <ul style="list-style-type: none"> 1. Vocal music game - creating vocal sounds in response to picture cards of toys. Toy themed journey, sequencing vocal and instrumental sounds. Use picture cards, choosing a sound (not the words they would say!) to represent each of them. For example: Cowboy/girl - humming and tapping feet sound as she walks, Spaceman – wheeeee.... sound going high up as he flies through the air, could also use a pitched instrument going up tapping each note from low C to high C'. Alien - can children select a sound for the alien? Organise the picture cards in a sequence and children play the musical sequence from beginning to middle to end. 	<p>Red /green conductor card. Variety of percussion instruments, such as woodblock, glockenspiel, egg shakers, claves. Camera/Ipad. Try to include a pitched instrument such as a glockenspiel or chime bars. Picture cards you can use those provided in resources pack Voices</p>	<p>Sing song with expression an example of a song can be found using the following link:</p> <p>Teddy Bear Rock 'n' Roll song https://www.youtube.com/watch?v=hIK8MC_y6AY</p> <p>Select two children to stand at the front and be</p>	<p>Can children - use their voices in different ways?</p> <p>Sing with expression in class singing.</p> <p>Challenge: Ask the children to select sounds that represent the characters, change the order of the cards and play a sequence, repeat changing the order, and so on.</p> <p>SEN/EAL: Identify one character and</p>



KS1 Year 1 – Toys

Lesson 5

	<ul style="list-style-type: none">○ 2. Instrumental sounds recognition game - Children sit facing front of class, teacher has three different instruments. When played children make a different action in response to each sound. Eg. Tapping bells – children tap back of hand with their fingers. The teacher Shaking the maraca – children shake ‘jazz’ hands Scrape the guiro – children move hand up and down opposite arm. Teacher repeats the sounds, changing the order that the instruments are played.○ Extend task - Teacher hides instruments from childrens view and plays the sounds. The children listen, recognise the sound and respond by showing the action that matches to that specific sound.	<u>Vocabulary</u> Tempo – Slow/ fast Expression Conductor, Instruments, Percussion, Sequence	‘singing detectives’ inviting to comment ‘gold’ points about the class singing such as: signs of singing with expressive faces and good posture such as our ‘giraffe necks’ and ‘resting’ shoulders.	clearly have a point in the sequence that is for that sound. Teacher to play the represented sounds along with the children in this group.
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KS1 Year 1 – Toys

Lesson 6

Learning Objective/Intent LO:	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p>To listen to and watch orchestral performance. To move to music. To recognise the difference between basic elements – fast slow, loud quiet, high low.</p> <p>MMC Objectives: To listen to music and say how it makes them feel. Identify the mood and character of music.</p>	<p>Starter Hello Song https://youtu.be/7dIZIJRt67o</p> <p>The Nutcracker Suite - Identify some of the characters and main events of this ballet story. You can find an example of this following the link below: 'BBC Ten Pieces a short introductory film about the music from the Nutcracker Suite, introducing the main characters and events of the story. http://www.bbc.co.uk/programmes/p05d982y</p> <p>Teaching Sequence</p> <ul style="list-style-type: none"> ○ 'The March' from The Nutcracker Suite: an example of such a task can be found using the following link: https://www.youtube.com/watch?v=nLbNhjpVcZM ○ Nutcracker Suite: move to the music as the Christmas tree decoration music. https://www.youtube.com/watch?v=JXbMBTtLuwk <p>Marching and moving to music.</p> <ul style="list-style-type: none"> ○ Nutcracker Suite: 'Dance of the Sugar Plum Fairy' <p>Listen to the orchestra play music and discuss with the children how they feel and what they imagine when they listen to the music. 'Dance of the Sugar Plum Fairy', listen to music and move to the music an example of an activity can be found using the following link: https://www.youtube.com/watch?v=QpDZsW6GKBk</p>	<p>Youtube Storybook/ YouTube read aloud version of 'The Nutcracker'. Space to march and move to music.</p> <p>Vocabulary Tempo – Slow/ fast Dynamics - loud/quiet Pitch-High low Conductor, Instruments, Percussion, Orchestra</p>	<p>Revisit call and response song: Doggy, Doggy, where's your bone? https://youtu.be/CL0Niqvsm2E</p>	<p>Can children: - Say what they like/how they feel, about a piece of music?</p> <p>-Listen with increased concentration and respond appropriately, sometimes with movements, to a variety of music.</p> <p>-Make statements about the mood and character of music.</p> <p>Challenge:</p>



KS1 Year 1 – Toys

Lesson 6

Can the children identify any of the instruments that are played in the music?

Helpful information for identifying the four instrumental families of the orchestra:

Strings (violin, viola, cello, double bass, harp)

Woodwind (flute, clarinet, oboe, bassoon, piccolo)

Brass (trumpet, trombone, horn, tuba)

Percussion (drums, timpani, celeste!)

Ask the children to comment on how they think the music creates the mood and characteristic of the main characters in the Nutcracker story.

SEN/EAL:

Can the children move in different ways to represent the events of the story. Use scarves, toy figures to support this.



KS1 Year 1 – Minibeasts

Lesson 1

Learning Objective/Intent LO:	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p>To recognise changes in high and low pitch. To use voices and develop a confident singing voice.</p> <p>MMC Objectives:</p> <p>To use graphic notation. To create graphic notation to represent sounds. To create a sequence of sounds.</p>	<p>Starter Hello Song https://youtu.be/7dIZIJRt67o</p> <p>Lickety Split – ensure that the children are trying to repeat phrases with accuracy. Have fun with the tongue twister phrases! https://www.youtube.com/watch?v=lxNt9ktJOxY&list=OLAK5uy_mpyfG243hgS2ZX5L48D6jbYb7qeK2-sLs&index=1</p> <p>Teaching Sequence</p> <p>1. Instrumental sequencing activity:</p> <p>Cards with pictures of caterpillar and butterfly - Caterpillar represents low notes, butterfly the high notes.</p> <ul style="list-style-type: none"> ○ Create sequence of four cards: e.g. butterfly, caterpillar, caterpillar, caterpillar. ○ Ask the children use their hands to show the rise and fall of the sequence, they can also try and use their high and low voice sounds to match the sequence. ○ Repeat changing the order of the cards. <p>2. Use cards as graphic notation:</p> <ul style="list-style-type: none"> ○ Caterpillar low /butterfly high sound, use the chime bar low C/ high C, or these notes on a glockenspiel. ○ Repeat activity 1 - create sequence using variety of four cards. <p>Teacher demonstrating first by playing the pattern on the chime bars, then select one of the children to play the pattern.</p>	<p>Red /green conductor card. Pitched instruments such as a glockenspiel or chime bars. Picture cards set each of caterpillar and butterfly.</p> <p>Ipad.</p> <p>Vocabulary Tempo – Slow/ fast Pitch – high/low, Conductor, Instruments, Percussion</p>	<p>Listen and move to the music by Aaron Copland Appalachi an Spring: https://www.youtube.com/watch?v=aCnkuUGD9Q Tap/march to steady beat and later when music slows down wave arms gently in rainbow shape marking phrases in the music. The</p>	<p>Can children -identify the changes in pitch?</p> <p>-relate picture symbols to the correct high and low sounds?</p> <p>Challenge: Some children may be able to move accurately to high/ low sounds they demonstrate to class how they move with the changes of pitch. SEN/EAL: Ensure children are</p>



KS1 Year 1 – Minibeasts

Lesson 1

3. Make sound sequence, extending previous activity:

- Change the order of the cards and play on chime bars.
- Try using six cards in sequence, extend to eight cards.
- Play on the chime bars - then class sing back.

Extension activity:

Using whiteboards children work in pairs – one creates a sequence using simple symbols for a pattern of four beats graphic notation, partner plays pattern on high and low notes.

Record some of the activities using an Ipad, to be watched by the class next lesson.

texture of the music changes in the latter part of the music.

secure with the sound activities before using the symbols. They will find it easier from high to low in the activities.



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Lesson 2

Learning Objective/Intent LO:	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p>To use voices expressively to speak and chant. To choose sounds to illustrate different moods.</p> <p>MMC Objectives: To listen to and have the opportunity to make suggestions about work. Explore percussion sounds to enhance storytelling.</p>	<p>Starter Hello Song https://youtu.be/7dIZIJRt67o</p> <p>There's a Tiny Caterpillar on a Leaf https://youtu.be/1VX8K4sIM7A</p> <p>Teaching Sequence 1. Watch, listen and appraise the recording from last lesson of the sound sequences. Can the children identify what is good about the work, are the sounds accurate to the order of the cards? Can they make suggestions about what could be improved.</p> <p>2. Read the story of The Very Hungry Caterpillar, https://www.youtube.com/watch?v=75NQK-Sm1YY</p> <ul style="list-style-type: none"> o identifying foods eaten each day of the week. o Say 'munch, munch' as the Caterpillar starts to eat and make eating action with hands. o Select instruments for each of the fruits, played while class say vocal sounds 'munch, munch, munch' and do hand actions. <p>Eg. apple could be represented by shaking the tambourine, pears eg. scrape the woodblock three times, plums eg. tapping claves three times.</p> <ul style="list-style-type: none"> o When the story reaches Saturday all the children join in with a variety of vocal and body percussion sounds to make lots of sounds. <p>As the caterpillar spins a cocoon children wind their hands in a spinning motion while saying sssssssshh, sshhh sounds.</p>	<p>Youtube Red /green conductor card. Variety of percussion instruments, such as woodblock, glockenspiel, egg shakers, claves, pitched instruments such as a glockenspiel or chime bars. Book The Very Hungry Caterpillar, an animated version on the computer could also be used. Camera/lpad.</p>	<p>Record class sound story using a recording device such as an lpad.</p>	<p>Can children: -suggest sounds to represent specific events in the story? -play instrumental sounds loudly and quietly? -use instruments to stop and start as identified in the story?</p> <p>Challenge: Can children show the sounds in pictorial form, also known as graphic notation.</p>



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Lesson 2

- Butterfly emerges at the end of the story - children use fluttering hands, choose a sound to represent butterfly such as scraping beater across glockenspiel and children join in with suitable instrumental sounds.

Vocabulary

Structure
Pattern
Dynamics-
Loud/quiet
Tempo –
Slow/ fast
Conductor,
Instruments,
Percussion

SEN/EAL:

Select a specific sound for pupil to use and join in with.



KS1 Year 1 - Minibeasts

Lesson 3

Learning Objective/Intent LO:	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p>To explore sounds using a variety of instruments. To use dynamics when performing using instruments.</p> <p>MMC Objectives: To watch, and have an opportunity to make suggestions about, the class sound story. To invent, retain, recall, rhythm and pitch patterns, perform these for others, taking turns.</p>	<p>Starter Hello Song https://youtu.be/7dIZIJRt67o</p> <p>Musical Threes https://youtu.be/g0RCEgrUjoM</p> <p>Teaching Sequence</p> <ul style="list-style-type: none"> Watch and evaluate the recording of the Very Hungry Caterpillar sound story from last lesson. <p>Encourage children to: evaluate how - the sounds matched the features of the story, how they started and stopped their sounds as prompted by the story. Discuss suggestions about improvements.</p> <ul style="list-style-type: none"> Instrumental sequencing activity – musical sound sandwich. Children sit facing front of class. Distribute instruments eg. egg shakers, calves etc.. At this stage don't give out the pitched instrument such as the glockenspiel. Practice following conductor spot: green for sounds, red to stop and holding instruments as silently as possible! Now select one child to come to the front and play the pitched instrument – the chime bars, or glockenspiel. Using limited selection of notes eg C,D,E, they take beater on a walk and play any sequence of the notes and 'improvise' their own short melody. Make sounds into a three layer sound sandwich. Use the conductor spots to lead the children when to play their instruments– as the first layer of bread in a sandwich. The chime bar tune follows next, as the 	<p>Red /green conductor card. Ipad, Variety of percussion instruments, such as woodblock, glockenspiel, egg shakers, claves. Pitched instrument such as chime bars, glockenspiel or xylophone - select a limited range of notes to use such as C,D,E initially. Vocabulary Tempo – Slow/ fast</p>	<p>Listening activity – moving to music Listen to a fluent, smooth, flowing piece of music. An example could be the following Saint Seans Aquarium music. https://www.youtube.com/watch?v=Y38d8MJUvq8</p>	<p>Can children: -repeat rhythm and pitch patterns. -play instrumental sounds loudly and quietly. -use instruments to stop and start.</p> <p>Challenge: Can we show the sounds in pictorial form, also known as graphic notation? Can children show the written structure of the phrases: A B A</p>



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Lesson 3

sandwich filling. Class instrument sounds to finish the final layer of the sandwich!

- Repeat the activity above giving another child the opportunity to use the chime bars to do the melodic pattern and for children to be the conductor and lead the activity.

Record on iPad for the class to watch back and also to be part of the ongoing portfolio of evidence.

Conductor,
structure,
Instruments,
Percussion,
sequence,
dynamics
loud/quiet

and follow this?
SEN/EAL:
Show clear signal 'green spot' for children to perform their sound.



KS1 Year 1 - Minibeasts

Lesson 4

Learning Objective/Intent LO:	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p>To create a range of instrumental, vocal and body percussion sounds.</p> <p>To follow instructions about how to play and sing.</p> <p>MMC Objectives:</p> <p>To select sounds to represent features and events.</p> <p>To create rhythmic and pitched patterns of sounds.</p> <p>To recognise how graphic notation can represent created sounds.</p>	<p>Starter Hello Song https://youtu.be/7dIZIJRt67o</p> <p>Can You Tap When I Say Tap https://youtu.be/gVQNuK-R7pg Repeat and alter words for making sounds in different ways: scrape, shake.</p> <p>Teaching Sequence</p> <ul style="list-style-type: none"> ○ Sound walk activity - creating sequence of sounds with instruments, voices and body percussion. (This activity could be related to a coach journey on a school trip or class visit to a park). Ask class to describe what would see and hear if we went on a springtime walk ie, birds, frogs, lawnmowers, cars. ○ Start saying 'I went on a walk and saw a pond and heard this sound'. ○ Selects a sound on instrument that best representing pond eg shakes tambourine. ○ Continues next child starting by recapping the walk and adding their own feature and sound, saying 'I went on a walk and saw a pond (plays instrument sound chosen for the pond) and a snail', and chooses a sound for the snail eg scrape the woodblock. ○ Game continues, eg. walking past the forest, a carpark, a field of sheep, until there is a sequence of five sounds. ○ Draw a symbol/picture on whiteboard to represent each part of the walk – this is called graphic notation. 	<p>Red /green conductor card.</p> <p>Wipeboard</p> <p>Selection of percussion instruments.</p> <p>Vocabulary</p> <p>Tempo – Slow/ fast Loud/quiet, short/long, Conductor, Instruments, Percussion</p>	<p>Revisit rhyme –</p> <p>Lickety Split https://www.youtube.com/watch?v=IxNt9ktJOxY&list=OLAK5uympyfG243hgS2ZX5L48D6jbYb7qeK2-sLs&index=1</p>	<p>Can children suggest:</p> <ul style="list-style-type: none"> -sequence of the sounds -sounds representing features of spring walk -give reasons for their choices of sounds -use musical vocabulary, such as loud, quiet, soft, short, in their explanations? <p>Challenge:</p> <p>Extend activity further by cutting out a selection of picture cards and leaving</p>



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Lesson 4

- Teacher to conduct - select a child for each instrument, instrumental group sits facing whiteboard, each child plays their sound as the conductor points to the relevant symbol.
- Involve all class by adding a class body percussion sound, such as tapping hands (for the footsteps). This sound can be made at the beginning and the end of the sound walk sequence. Choose a symbol for this and add it to the graphic notation.
- Extend activity further, - 'wonder around' on the walk and point to any symbol, changing order of the pattern.

them as a group activity for children to compose their own sound walks.

SEN/EAL:
Sound buttons can be used to record the sounds and play sounds in a sequence.



KS1 Year 1 - Minibeasts

Lesson 5

Learning Objective/Intent LO:	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
<p>To respond to the pulse. To reinforce and identify high/ low and fast/slow.</p> <p>MMC Objectives: Recognise and identify changes of high and low pitch. Walk, move or clap the steady beat, changing speed of beat as music tempo changes.</p>	<p>Starter Hello Song https://youtu.be/7dIZIJRt67o</p> <p>Listen to the music In the Hall of the Mountain King https://www.youtube.com/watch?v=PBsFYKzhk5E Keep the steady beat by tapping knees with fingers. As the music starts it is very slow but it gets faster throughout the music.</p> <p>Teaching Sequence Rabbit Hops Around https://youtu.be/BqRrb4RXQhs</p> <ul style="list-style-type: none"> ○ Singing game, children in circle instruments in the middle. ○ Sing, clapping to the steady beat. ○ Use soft toy demonstrating how rabbit hops up and down on the steady beat while children sing and clap. ○ Select a child to 'help' rabbit to hop up and down while class sing, ○ Repeat song passing rabbit round the circle in time with the steady beat. The child who has the rabbit at the end of the song goes into the middle of the circle and chooses an instrument to make a sound when the conductor spot shows green, stopping when it turns red. ○ 2. Sound sequence music game - children in circle, allocate each child a number 1-4, each given an instrumental, body percussion or vocal sound. 	<p>Youtube Red /green conductor card. Small soft toy eg. A rabbit, alter song if the toy is a bear or mouse etc.). Variety of percussion instruments, such as woodblock, glockenspiel, egg shakers, claves. Camera/Ipad. Four cones or suitable markers. Chime bars low C and high C or these notes on a</p>	<p>Sing and move to the Penguin Song https://www.youtube.com/watch?v=FEpPjhVtdc</p>	<p>Can the children: -recognise the steady beat? - identify changes in fast and slow tempo?</p> <p>Challenge: Can children show this sequence of sounds in activity two using graphic notation?</p> <p>SEN/EAL: Support children to know very clearly when to play their sound in the</p>



KS1 Year 1 - Minibeasts

Lesson 5

	<ul style="list-style-type: none">○ When card No 1 is held up all the No 1 children make their sound and continue playing until the card comes down. Continue with different numbers. Each group makes their sound until conductor signals to stop.○ 3.Frog and pond game. Children in circle put four cones in line across centre of circle to be the lily pads in the pond.○ Select a child to be 'frog' standing by cone one. The 'frog' needs to cross the pond by jumping and landing by the stepping stones. Teacher uses the chime bars/glockenspiel playing –High C - child being the frog recognises the high sound and takes one step forward to stand by a lily pad. Low C they take a step backwards, eventually reaching the other side of the pond!	glockenspiel or other pitched instrument. Set of large cards numbered 1-4 <u>Vocabulary</u> Tempo – Slow/ fast Pitch - high/low Conductor, Instruments, Percussion		teaching activities.
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KS1 Year 1 - Minibeasts

Lesson 6

	Learning Objective/Intent	Introduction/ Main Activity	Resources & Vocabulary	Plenary	Success Criteria
1	<p>LO: To perform short rhythmic patterns.</p> <p>MMC</p> <p>Objectives: Use instruments to create a sequence of sounds.</p>	<p>Starter Hello Song https://youtu.be/7dIZIJRt67o</p> <p>Sing 'Shake your sillies out', an example of this can be found using the following link https://www.youtube.com/watch?v=YLKW8RnGfmg</p> <p>Teaching Sequence</p> <ul style="list-style-type: none"> 1. Music shop memory game - based on traditional memory game 'I went to the music shop' using instrument names to create a list of five instrument names. E.g. 'I went to the music shop and bought a woodblock'. Play a short rhythm pattern on the woodblock. The next person takes a turn recalling the first instrument and adds another instrument name on. 'I went to the music shop and bought a woodblock and tambourine', and so on until you have about five instruments in the sequence. 2. Use graphic notation – <p>Use simple symbols to represent the sounds in the game: an example could be as follows:</p> <p style="text-align: center;">// = woodblock ~ = shaker ^ = bells</p> <ul style="list-style-type: none"> Make a simple score of the sounds that formed the final 'shopping list'. 	<p>Red /green conductor card. Variety of percussion instruments, such as woodblock, glockenspiel, egg shakers, claves.</p> <p>Vocabulary Tempo – Slow/ fast Pitch - high/low Conductor, Instruments, Percussion</p>	<p>Lickety Split https://www.youtube.com/watch?v=IxNt9ktJOxY&list=OLAK5uympyfG243hgS2ZX5L48D6jbYb7qeK2-sLs&index=1</p>	<p>Can the children: -recall the sequence of sounds from memory? -follow graphic score?</p> <p>Challenge: Can children form a new sequence using sounds in a different order and show using graphic notation?</p> <p>SEN/EAL: Clearly identify the sounds and symbols making sure children know when to play.</p>