# **MEDIUM TERM PLAN WIDER OPPORTUNITIES YEAR 3 EXPLORING PERCUSSION TERM 1**

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| **Learning Objectives** | **Possible teaching activities** | **Points to note** |
| ***Pupils should learn*** * to develop their singing voice
* to develop their thinking voice
* to use known songs to develop control of pulse and rhythm
* explore and explain their ideas and feelings about the music they listen to and perform
* to be able to sustain one part as other children play a different part
* to understand the difference between pulse, rhythm and ostinato
* to be able to create a rhythmic pattern
 | I’ve got a little train,I’ve got a racing car.Animal Zoo, Come to the Pet ShopJuba Juba.All Our Favourite Instruments.Ding Dong.Drummer Boy.CD extracts – suggestions attached.Juba Juba.Drummer Boy.Ding Dong.As above and Father Christmas.My Name is Pinocchio. | Simple pitch matching songs using soh and me, leading on to la.Use very simple hand signs to show the difference in pitch.Class teacher assist with the games that require the children to sing their names.Explore different vocal timbres and musical elements tempo/dynamics/pitch etc.***Assess*** *X can sing in tune with others*Develop internalisationUse body percussion to help control, internalise and understand pulse.***Assess*** *X can maintain a steady beat in time with others; X can copy back simple rhythm patterns.*Class teacher help by leading one group, under the direction of the instrumental teacher.***Assess*** *X can maintain a rhythm pattern accurately when playing with others.*Class teacher assist with assessment, as the instrumental teacher leads the activity. |
| Assessment Ongoing skills X can maintain a steady beat in time with others; copy back simple rhythm patterns; sing in tune with others; maintain a simple repeated rhythm pattern accurately when playing with others.  |
| ResourcesA variety of untuned percussion instruments, particularly those that could be grouped as tappers, shakers or scrapers.A toy car, a toy train.Singing Sherlock book 1.Music Express Year 1 | Key Vocabulary Names of instruments and instruments families. Musical elements eg pulse, rhythm, pitch, tempo, dynamics, ostinato.Basic techniques – internalising a song, sustaining a pulse, rhythm or ostinato part.Musical processes eg practise, perform. |

Nicola Rose. MK Music Service.

WIDER OPPORTUNITIES WEEK BY WEEK SUMMARY – YEAR 3 – EXPLORING PERCUSSION – TERM 1.

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| **Week** | **Learning Objective****Pupils should learn….** | **Summary of teaching activities** | **Notes for class teacher –****Suggestions for support etc** |
| Meeting |  | Set up meeting with class teacher. Discuss focus for the term / planning – activities/resources/class teacher role/assessment docs. Meet class play warm up games/songs etc. | Worksheets and pencilsMake instruments available and readySet up classroom area if necessary |
| 1 | To develop the singing voice.To use known rhymes to develop rhythm. | Starter – I’ve got the Little TrainMain – Juba Juba, All our Favourite InstrumentsPlenary – All our Favourite Instruments | Support with children singing namesTappers, scrapers, shakers neededToy train |
| 2 | To develop the singing voice.To use known rhymes to develop rhythm and pulse.To develop the thinking voice (internalisation). | Starter – I’ve got the Racing Car, Don’t Clap That One BackMain – Juba, JubaPlenary –All Our Favoqurite Instruments | Toy car (racing car, yellow car, little car) |
| 3 | To keep a steady pulse.To copy a rhythm. | Starter – Name Game (Clap Clap Shake Shake)Main – Ding Dong, Juba JubaPlenary – revise percussion families | Assess (X can maintain a steady beat) |
| 4 | To keep a steady pulse.To copy a rhythm.To internalise words. | Starter – Name Game. Listen to CD with strong pulseMain – Ding Dong, Juba JubaPlenary –Difference between pulse and rhythm | Assess (X can copy back a rhythm pattern) |
| 5 | To understand the difference between pulse and rhythm.To be able to group families of instruments. | Starter – Listening activity (CD with repetitive rhythm)Main – This is how the Drummer BoyPlenary –Pulse or rhythm? |  |
| 6 | To know the difference between ostinato, pulse and rhythm. | Starter – Drummer BoyMain – 3 groups – pulse, call, response, My Name is PinocchioPlenary – vocabulary | Assess (X can maintain a simple repeated rhythm pattern accurately when playing with others) |
| 7 | To be able to play a pulse, an ostinato rhythm and the rhythm of the words. | Starter – CD with ostinatoMain – My Name is PinocchioPlenary – revise pulse, ostinato, rhythm |  |
| 8 | To begin to create a rhythmic pattern. | Starter – My Name is PinocchioMain – combining 2 of these; pulse / rhythm / ostinatoPlenary – Come to the Pet Shop |  |
| 9 | To create a rhythmic pattern.To use different vocal timbres.To explore musical elements. | Starter – Animal ZooMain – Father ChristmasPlenary – Animal Zoo | Assess (X can sing in tune with others) |
| 10 | To explore musical elements vocally. | Starter – Name Game with Christmas wordsMain – Animal Zoo, Father ChristmasPlenary – vocabulary | Assess (X can sing in tune with others) |
| 11 | To understand what is meant by a performance. | Starter – Animals ZooMain – performance to other classPlenary – discuss performance |  |

Year 3 Wider Opportunities – Exploring Percussion Term 1

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| School |  | Unit of work | WO – exploring percussion |
| Date | w/c 13th September | Class/Pupil/s | Year 3 |
| Instrument | Percussion | Week number | 1 |

Context; teaching week 1

Learning Objectives; *Pupils should learn*

* To develop the singing voice
* To use known rhymes to develop rhythm

**Lesson plan**

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| Starter ‘I’ve got the little train’. Sing pitches soh and me.I’ve got the little train,Can you tell me what’s your name,My name is Nicola.Sing the song above on the pitches soh and me (eg, G, E) alternately. Pass a toy train round the circle as you sing one verse for each child, putting in the correct name. (Initially you will have to rely on the class teacher and children to sing the correct name, but instrumental teacher could join in the rest of the verse).Main activity Juba Juba - a vocal chant / rap.Words ActionsJuba this, Juba that, Clap hands to left then right in time to rhythm of wordsJuba has a yellow cat, Make cat ear shape with hands – wiggle in time to rhythmJuba up, Juba down, Clap moving hands up and down in time to rhythmJuba all around the town. Clap hands in circle shape in front of you in time to rhythm.Tell the children you are going to say a rap about a person called Juba. Ask them to listen carefully and ask, *what sort of pet has he?*Say rap. Ask about pet. (This gives their listening more direction).Ask children to listen for words that rhyme.Say rap for second time. Ask *Which words rhyme?*Teach words first by echo method.Next, teacher to say rhyme but omit last word in each line which children fill in. (The rhyming words).Show actions whilst saying words – children copy. They should know the rhyme now.*Why does this work well as a rap?*  (Rhymes, lines similar length)*Would it work so well if Juba had a dog?*(no – rhyme wouldn’t work).‘All our Favourite Instruments’. Learn song.To the tune of John Brown’s body. (See book called Michael Finnegin Tap your Chinnigin by Sue Nicholls if you don’t know it).All our favourite instruments are in the ring today, All our favourite instruments are in the ring today,All our favourite instruments are in the ring today So which one shall we play?Tap tap tap I’m going to tap it, Shake shake shake I’m going to shake it,Scrape scrape scrape I’m going to scrape it, Then you pass it on to someone else.Sing the first four lines to the children ask, *how many times do I sing the word ‘instruments’.*Sing again to them asking them to join in on the words ‘day’ and ‘play’.*What do you notice about ‘day’ and ‘play’* (they rhyme).Next discuss which instruments may be in a group of instruments you tap – ideally show examples and give names of instruments.Do the same with ‘shakers’ (‘but their real name is maracas’) and scrapers. Mime how tappers, shakers and scrapers may be played.Sing the second four lines miming playing the instruments and passing them on. Plenary Perform All our Favourite Instruments – a few children to demonstrate how to play instruments, then everyone has a turn, passing the instruments around the circle .*Why do you think I am giving out the instruments to every third person?* (So that when we have done it 3 times, everybody has had a turn).  |

Lesson Outcomes; *Pupils are able to*

* Begin to sing pitches soh and me accurately
* Begin to do actions in rhythm

Resources;

Toy train, book Michael Finnegin Tap Your Chinnigin by Sue Nicholls.

Year 3 Wider Opportunities – Exploring Percussion Term 1

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| School |  | Unit of work | WO – exploring percussion |
| Date | w/c 20th September | Class/Pupil/s | Year 3 |
| Instrument | Percussion | Week number | 2 |

Context; teaching week 2

Learning Objectives; *Pupils should learn*

* To develop the singing voice.
* To use known rhymes to develop rhythm and pulse.
* To develop the thinking voice (internalisation).

**Lesson plan**

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| Starter ‘I’ve got the racing car’. Sing pitches soh and me.I’ve got the racing car, Can you tell me who you are, My name is Nicola.Pass racing car (or little car, or yellow car etc) round circle. Name learning activity as last week to pitches soh and me.‘Don’t Clap That One Back’. Copy clapped patterns apart from the one with this rhythm. *Compare this rhythm* (demonstrate 1 rhythm) *with that rhythm* (demonstrate a different rhythm).Main activity Remind the children of ‘Juba Juba’. Can they say the words in their head and do actions. Try as a canon – in two parts after two lines. Words and actions only. *Shall we test to see if we can do it in 2 parts?*Juba this, Juba that, Juba has a yellow cat, Juba up, Juba down, Juba all around the town.Remind the children of words and actions in time to the rhythm.Do actions but no words. Do actions and only say the rhyming words (that, cat, down, town). Do all actions and all words apart from ‘Juba’. This rhyme will work in canon after two lines in two parts; after one line in two parts; after one line in four parts.You could try to combine canon and internalisation. *Shall we test if we can do it without words?*‘All our Favourite Instruments’ – using a selection of tappers, shakers and scrapers discuss which instruments are in which group. *Can you categorise them according to how you play them?* *Can you predict if there will be more tappers or scrapers? Are some in more than one group?*  Sing the song as last week using instruments.Give instruments out around the circle, either to every other child or every third child. Sing the song twice or three times, passing the instruments along at the end of the song until everyone has had a turn.Plenary Performance of All our Favourite Instruments. |

Lesson Outcomes; *Pupils are able to* \*Sing with more accuracy of pitch \*Begin to internalise words and melody

Resources; toy car, Michael Finnegin Tap Your Chinnigin by Sue Nicholls.

Year 3 Wider Opportunities – Exploring Percussion Term 1

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| --- | --- | --- | --- |
| School |  | Unit of work | WO – exploring percussion |
| Date | w/c 27th September | Class/Pupil/s | Year 3 |
| Instrument | Percussion | Week number | 3 |

Context; teaching week 3

Learning Objectives; *Pupils should learn*

* To keep a steady pulse.
* To copy a rhythm.

**Lesson plan**

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| Starter Name game – two claps two pulses, say name in pulses.Name GameSeated in a circle, all children clap twice and make two silent pulses with their fists in the air. When this is secure, as a class the children say each child’s name in turn during the silent pulses, going round the circle. Ensure a steady pulse is maintained. *Can you predict what might happen if we don’t keep a steady pulse?*For example - Clap clap Nicola; clap clap Kate; clap clap Sheila; etc *How could we improve that?*Main activity Learn to sing Ding Dong – song with rhythm copying part.Ding Dong – (song in 2/4. /=bar line. The word ‘got’ is dotted).Ding /dong I’ve /got the /rhythm in my /head  A F F A F F F F F FHot /dog I’ve /got the /rhythm in my /head A F F A F F F F F FDing /dong I’ve /got the /rhythm in my /head A F F A F F F F F FDing /dong ding /dong hot /dog A F A F A FOnce the song is well known, the leader can clap a rhythm after singing it, and the rest of the group can echo. *Comparing the two patterns I have just clapped which was the most straight forward? Why?*(You will need to have done 2 verses before you say this).Juba Juba – revise words and actions. Now as a class decide on which instruments are to represent which lines. *Which instrument might best represent the line with the word ‘up’ in it? Why? Which instrument might represent the line with the word ‘cat’ in it? Why?* Try in canon – words, then words and actions then with instruments but no words.Plenary Revise families – tappers, shakers, scrapers. If time sing Favourite Instruments. |

Lesson Outcomes; *Pupils are able to*

* Keep a steady pulse
* Copy simple rhythms.

Resources;

Percussion instruments that can be described as shakers, scrapers and tappers.

Year 3 Wider Opportunities – Exploring Percussion Term 1

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| School |  | Unit of work | WO – exploring percussion |
| Date | w/c 4th October | Class/Pupil/s | Year 3 |
| Instrument | Percussion | Week number | 4 |

Context; teaching week

Learning Objectives; *Pupils should learn*

* To keep a steady pulse.
* To copy a rhythm.
* To internalise words.

**Lesson plan**

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| Starter Name game. A CD of your choice – preferably one with a strong pulse – and do actions in time to the pulse. Main activity Revise Ding Dong song. This week choose three or four children to demonstrate a rhythm after successive verses.Ding Dong song. Development for this week - before you start to sing, you may like to choose three or four leaders who demonstrate a rhythm after successive verses. Make sure they have a suitable pattern before you start.Don’t Clap That One Back – patterns in 4/4. Don’t Clap That One Back – as well as not clapping THAT rhythm, add your own – eg if the rhythm fits ‘Tickford Park school is the best’ do thumbs up in that rhythm. Make up your own depending on circumstances and school.Juba Juba. Discuss the difference between pulse and rhythm. *Which part is even and regular like your heartbeat? Which group will be making longer and shorter sounds?*  As a class tap the pulse of Juba Juba. Divide class in two – one tap pulse, one tap rhythm. *Can you predict which group will have the more varied part out of the rhythm group and the pulse group?* Use words initially, then internalise the words.  |

Lesson Outcomes; *Pupils are able to*

* To keep a steady pulse, even though another group are doing something else
* To copy a rhythm and recognise one particular rhythm they should not copy
* To internalise words by saying them in their heads.

Resources; CD of your choice with strong pulse.

Year 3 Wider Opportunities – Exploring Percussion Term 1

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| School |  | Unit of work | WO – exploring percussion |
| Date | w/c 11th October | Class/Pupil/s | Year 3 |
| Instrument | Percussion | Week number | 5 |

Context; teaching week 5

Learning Objectives; *Pupils should learn*

* To understand the difference between pulse and rhythm.
* To be able to group families of instruments.

**Lesson plan**

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| Starter Listening activity. Choose a piece with a repetitive rhythm; Pieces with repetitive rhythms. Any music is fine, here are a few suggestions if you can’t think of any;Russian Dance from Nutcracker Suite. Arrival of the Queen of Sheba. Beethoven 7, 2nd movt. Zadock the Priest. Imbube (Wimoweh) Soweto String Quartet. Farandole from L’Arlesienne by Bizet.Discuss the repetitive rhythm before you start, if appropriate, tap along quietly as CD is playing. *‘Can you hear how the rhythm gets passed between the instruments? Which instrument is playing the rhythm now? Does one instrument have the rhythm pattern more than the others?’*Main Activity Revise the difference between pulse and rhythm. *‘How would you describe the difference between the pulse and the rhythm?’*Don’t clap that one back – rhythms in 4/4. *‘Can you think of other words that fit in to the same rhythm as Don’t Clap That One Back’.*Discuss the main groups of drums – use African or Samba drums if you have them. How to play them, vibrations etc. *‘Why do we have to make sure our hands bounce off the skin of the African drum? Why does the snare drum rattle? Why does the drum sound so muffled if we leave a jumper on the skin as we play? What is the same about all drums? How is a drum different to a tambourine? How is a drum similar to / different from a drum?*Activity – This is how the Drummer Boy plays upon his drum Drummer boy - change word for girls.This is how the /drummer boy /plays upon his /drumG E E E G E E D DC D EThen the ‘drummer boy’ plays a rhythm for four beats which the rest of the class echoes. This should be an adult or able child who can improvise a rhythm of 4 beats.Extension – have a small group keeping the pulse throughout, whilst the rest of the class sings and echoes the rhythm.Sing the song as above and then try with one group playing pulse.Plenary Clap either a pulse or rhythm – can children say which it is? *‘Which one am I clapping? How do you know?* Ask for volunteers to be the leader. |

Lesson Outcomes; *Pupils are able to*

* To understand the difference between pulse and rhythm.
* To be able to group families of instruments.

Resources; CD choice (see above); a selection of drums if possible.

Year 3 Wider Opportunities – Exploring Percussion Term 1

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| School |  | Unit of work | WO – exploring percussion |
| Date | w/c 18th October | Class/Pupil/s | Year 3 |
| Instrument | Percussion | Week number | 6 |

Context; teaching week 6

Learning Objectives; *Pupils should learn*

* To know the difference between ostinato, pulse and rhythm.

**Lesson plan**

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| Starter Revise the Drummer Boy song. Use body percussion for the rhythms and an adult should be the Drummer Boy. Revise vocabulary pulse and rhythm.Main activity Patterns of 4/4. Demonstrate patterns of 4/4 using crotchets and quavers only. Describe them as ‘longs’ and ‘short-shorts’. *‘If a long is worth one beat, how many counts is a short-short worth? How many beats is just one short worth? Who can demonstrate a pattern of 4 beats using longs and short-shorts only?*’ Divide class into two groups; call and response. Using Drummer Boy song internalise the song. (Call group will have to decide on rhythm to clap before you start). Response group repeats the rhythm. Then try on instruments. Swap groups. Development; Drummer Boy song as last week. Development for this week;Group 1 – play pulse. When that is secure add group 2. \*\*Assessment opportunity (steady beat)\*\*.Group 2 – ‘call’ group – play the rhythm of the song including the pattern to be repeated by group 3.Group 3 – listen carefully to group 2 and repeat rhythm at appropriate time.Swap groups three times until everyone has had a turn. *‘Which part did your group just play?’*Further development – instead of group 1 playing pulse, ask them to play a simple ostinato rhythm.Begin to teach My Name is Pinocchio.As you sing Pinocchio, ask children to clap ostinato pattern; eg one that fits with words ‘wooden head’ or ‘goes like this’. Start ostinato off first then when it is secure sing song.*Tune – Polly put the kettle on* *(My name is Pinocchio, I am in a puppet show, I can move my wooden head it goes like this. This is what my head can do, see if you can do it too, this is what my head can do it goes like this).*Plenary Revise vocabulary – pulse, rhythm, ostinato. *‘How would you describe the pulse / rhythm / ostinato?’* |

Lesson Outcomes; *Pupils are able to*

\*know the difference between ostinato, pulse and rhythm.

Year 3 Wider Opportunities – Exploring Percussion Term 1

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| School |  | Unit of work | WO – exploring percussion |
| Date | Week 7 | Class/Pupil/s | Year 3 |
| Instrument | Percussion | Week number | 7 |

Context; teaching week 7

Learning Objectives; *Pupils should learn*

* To be able to play a pulse, an ostinato rhythm and the rhythm of the words.

**Lesson plan**

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| Starter Discuss term ostinato. Listen to a CD with ostinato rhythm – Any CD with ostinato will be fine. Suggestions may be Under Pressure by Queen, or Bolero by Ravel, or Canon in D by Pachelbel.‘*What are the distinguishing features of an ostinato? How would you explain the term ostinato to someone else?*Main activity Continue to use song My Name is Pinocchio. This is in Music Express year 1. Alternatively sing the song yourself;Tune; Polly Put the Kettle On – My name is Pinocchio, I am in a puppet show, I can move my wooden head it goes like this.This is what my head can do, see if you can do it too, This is what my head can do, it goes like this.Things to do with the song - Play a pulse along with the CD/ song; play a rhythmic ostinato along with CD/ song; tap the rhythm along with CD/ song; do actions in time to pulse; make up other verses using different body parts to move. This week do only pulse or rhythm or ostinato with song. (\*\*Assessment opportunity – steady beat \*\*).‘*How does the first way we tapped along to the pulse of the song differ from the second way when we tapped the rhythm? How does the third way when we tapped a repetitive rhythm differ from the second way when we tapped the pattern of the words?’*Plenary Revise vocabulary ostinato, pulse, rhythm. |

Lesson Outcomes; *Pupils are able to*

* To be able to play a pulse, an ostinato rhythm and the rhythm of the words.

Resources; Music Express year 1 (optional).

Year 3 Wider Opportunities – Exploring Percussion Term 1

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| School |  | Unit of work | WO – exploring percussion |
| Date | Week 8 | Class/Pupil/s | Year 3 |
| Instrument | Percussion | Week number | 8 |

Context; teaching week 8

Learning Objectives; *Pupils should learn*

* To be able to create a rhythmic pattern.

**Lesson plan**

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| Starter Revise song My Name is Pinocchio.Main activity Play instruments with song – as pulse; as rhythm of words; as ostinato rhythm. The new concept this week is to combine two or three of these, whilst internalising song. Creating a rhythmic pattern. Ask the children to copy as you clap a variety of rhythms using only crotchets (long) or quavers (short-short). Say the words ‘long’ or ‘short-short’ as you clap. Explain that each pattern has to have four counts. This could be long, long, long, long; long, long, short-short, long; etc. ‘*If a long is worth 1 count, how many counts is the short-short worth? How many counts would just one short be worth?* Ask for volunteers to say and clap a suitable rhythm. Revise Drummer Boy (Girl) song from week 5. Ask some of the children to be the leader who claps the pattern at the end. If you have some drums they could play on drum instead of clapping. (\*\* Assessment opportunity – copy back rhythms accurately and compose rhythm patterns\*\*).Divide class into two groups. As a group decide on a four beat rhythm using crotchets and quavers only ie ‘longs’ and ‘short-shorts’. Half of the group play rhythm repeatedly and half of the group play pulse. Can they then do two different rhythms and pulse. Only if time - begin to learn Come to the Pet Shop. (Singing Sherlock book 1. There are copies in many schools, we also have copies for you to borrow in filing cabinet in old staff room – please sign out on sheet). Plenary Some children are chosen to clap their four beat rhythm for everyone else to copy. |

Lesson Outcomes; *Pupils are able*

* To be able to create a rhythmic pattern.

Resources; variety of percussion instruments, drums if available, Singing Sherlock book 1 (optional).

Year 3 Wider Opportunities – Exploring Percussion Term 1

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| School |  | Unit of work | WO – exploring percussion |
| Date | Week 9 | Class/Pupil/s | Year 3 |
| Instrument | Percussion | Week number | 9 |

Context; teaching week 9

Learning Objectives; *Pupils should learn*

* To be able to create a rhythmic pattern.

**Lesson plan**

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| Starter Begin to learn Animal Zoo. Ask the children to echo each line;It’s animal zoo, It’s animal zoo, A lion giraffe and a hairy gnu, A gap in the fence,Escape from the zoo, They have to escape in slippers. Main activity Teach song – Father Christmas. Tune – Frere Jacques.Father Christmas, Father Christmas, He got stuck, he got stuck,Coming down the chimney, coming down the chimney, What bad luck, what bad luck.Things to do with this song;One group tap pulse and other group tap rhythm; One group tap rhythmic ostinato as others sing; Perform in canon – two groups after two lines etc. Internalise song but tap rhythm etc.Revise work from last week when they made up their own rhythms using ‘long’ and ‘short-short’. Ask for further examples and choose one to become a rhythmic ostinato. In small groups of about 4 children, ask 2 to make up their own 4 beat rhythmic ostinato as the other 2 sing the song. (\*\*Assessment opportunity – compose rhythm patterns\*\*).Plenary Ask some groups to show the rhythmic ostinato / song.  |

Lesson Outcomes; *Pupils are able to*

* To be able to create a rhythmic pattern.

Year 3 Wider Opportunities – Exploring Percussion Term 1

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| School |  | Unit of work | WO – exploring percussion |
| Date | Week 10 | Class/Pupil/s | Year 3 |
| Instrument | Percussion | Week number | 10 |

Context; teaching week 10

Learning Objectives; *Pupils should learn*

* To explore musical elements vocally.

**Lesson plan**

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| Starter Repeat Name Game idea from week 4, but this time with Christmas presents they would like eg clap clap Barbie; clap clap DVD; clap clap chocolate.‘*Why would something like Nintendo DS Light not be a good thing to choose for this game?’*Main activity Revise first verse of Animal Zoo from last week, children echo each line; It’s animal zoo, It’s animal zoo,A lion giraffe and a hairy gnu, A gap in the fence,Escape from the zoo, They have to escape in slippers. *Say verse 2 with same words but very quietly as slippers so not make much sound, but*At the end of verse 2 ‘they have to escape in boots’, so say the next verse loud.At the end of verse 3 ‘they have to escape high up’, so say the next verse high.At the end of verse 4 ‘they have to escape low down’, so say the next verse low.At the end of verse 5 ‘they have to escape by taxi’, so say the next verse fast.At the end of verse 6 say, ‘they have to escape and not come back.’ ‘*What are the animals wearing on their feet in the quiet verse?; What are they wearing in the loud verse?; What do we call it when we use our voices high and low?; What are the animals travelling in to make them so fast?’*Teach vocabulary - dynamics, soft, loud (or piano / forte if you prefer) pitch, tempo. |

Lesson Outcomes; *Pupils are able to*

* Describe and use musical elements.

Year 3 Wider Opportunities – Exploring Percussion Term 1

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| School |  | Unit of work | WO – exploring percussion |
| Date | Week 11 | Class/Pupil/s | Year 3 |
| Instrument | Percussion | Week number | 11 |

Context; teaching week 11

Learning Objectives; *Pupils should learn*

* To understand what is meant by a performance.

**Lesson plan**

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| Starter Name Game with Christmas words.Main activity Performance to another class / teacher / parents of work covered this term particularly;Internalising a song; adding a pulse;pulse and rhythm combined; rhythmic ostinato ; in canon. Use any of the pieces learned this term – children could choose their favourites.Extra piece if you need one; Revise Come to the Pet Shop, but add own verses – animals associated with Christmas – reindeer, robin, or those who live in the snow – polar bear etc.Important things in a performance;Be a good performer by smiling, looking at audience, not talking, concentrating, participating fully. Who sits where, where equipment / instruments will be, who operates CD player.Plenary Well done – things that went well, things we could do better next time, Happy Christmas! |

Lesson Outcomes; *Pupils are able to*

* Participate in an effective performance.