# **WIDER OPPORTUNITIES YEAR 3. Medium Term Plan**

# **Exploring Tuned Percussion - Spring term**

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| **Learning Objectives** | **Possible teaching activities** | **Points to note** |
| ***Pupils should learn*** to develop their singing voicesto develop awareness of simple structuresto recognise changes in and control pitchto use known songs to develop control of pulse and rhythmto explore, improvise, compose and play simple rhythmic and melodic patterns/ostinati using tuned percussionexplore and explain their ideas and feelings about the music they listen to and performto perform to an audience | London’s Burning; Frere Jacques; Row Row your boat (Percussion Players) and other rounds from Flying Around Song bookTwinkle Twinkle; Bala Bala; Little Arabella Miller; Pease Pudding hot (from MKMS Ongoing Skills file)John Kanakanaka; Down in the Jungle; Jack Frost (from Singing Sherlock Bk 2)High Low Chick a low; Stand up sit down; Sort it out (from MKMS Ongoing Skills file)Simon Says; High Low Middle (from Percussion players)Cherry Pie; Pass the bean bag; Did you ever ever ever; One potato chants (from MKMS Ongoing Skills file)Exp. pitch/composing activity“A’s for Apricots” class and group workExp. pitch/structure/class and group composing activity“Wellington boots”(from Percussion players)*Land of Silver Birch – drone, split drone, ostinato in pentatonic scale.* Singing and playing tuned ostinato accs;creating rhythm acc.London’s Burning; Row row row your boat(from Percussion players)  | These song activities should be used at the beginning of the lesson to engage/reinforce learning linked to development of pulse, rhythm, pitch and structure. Assess – sings in tune with others (if you have not done this last term, or want to update)Class teacher to participate in these activities, revisit them during the week and to lead these in the W. Opps. lesson when they feel confident to do so.**Assess** *X shows pitch direction and high/medium/low sounds accurately with hand movements*Exploring pitch, rhythm, ostinato and structure further through composing and improvising as a class and in groups. Class teacher to participate and to assist with supporting group work/individual pupils, as required.**Assess** *X improvises and composes short melodic patterns*Don’t forget to plan for differentiation, which is a focus for us this term. Differentiation by outcome (same task given to all, some will achieve more than others).Differentiation by support (same task given to all, some will need more support from an adult than others).Differentiation by task (different tasks given to different children). |
| Assessment**Ongoing skills** X can recognise changes in pitch – high/middle/low; can create short melodic patterns. |
| ResourcesMKMS Ongoing Skills fileSinging Sherlock Bk 2Percussion Players – J. SebbaRing a ding ding – J SebbaClassroom percussion instrumentsFlying Around no 49 (for Land of the Silver Birch) | Key Vocbulary names of instruments and instruments families eg untuned and tunedpercussion, xylophone, metallophone, chime bars.musical elements eg pulse, rhythm, pitch, tempo, dynamics, high pitch, low pitch.musical processes eg practise, perform, rehearse, work in a group.Drone, split drone, ostinato, pentatonic. |

Nicola Rose, MK Music Service.

WIDER OPPORTUNITIES WEEK BY WEEK SUMMARY – YEAR 3 – EXPLORING PERCUSSION – TERM 2.

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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 their singing voicesTo recognise changes in and control pitch | Starter High Low Chicka low (sing only)**Main activities** explore and introduce different types of tuned percussion insts; explore and find High/Middle/Low; play pitches ascending and descending; create a tune using H/M/L pitches. **Plenary** Revise names of inst, pitch vocabulary. | High Low Middle – tune Hot Cross BunsVocab – xylophone, glockenspiel, chime bars, metallophone, ostinato, high pitch, low pitch. |
| 2 | To develop their singing voicesTo recognise changes in and control pitchTo explore and play simple rhythmic and melodic patterns/ostinati using tuned percussion | Starter High Low Chick a low (with actions); Simon says**Main activities** Learn to sing London’s Burning learn action pattern; learn untuned ostinato rhythm. **Plenary** Sing London’s Burning and start to fit action pattern and rhythm ostinato together with singing | Can you sing London’s Burning with the class during the week and practice the ostinati?Begin to **assess** and fill in ass. record *X can show pitch direction with hand movement* |
| 3 | To develop their singing voicesTo recognise changes in and control pitchTo explore and play simple rhythmic and melodic patterns/ostinati using tuned percussion | Starter Are you ready? ; Simon says; Sort it out**Main activities** Sing London’s Burning and add action pattern; learn tuned percussion part; invent own rhythm patterns to add to songListen to rhythm patterns and add to song; fit accomps to singing.***Plenary*** Revise relevant vocabulary as week 2. | Can you sing London’s Burning with the class during the week and practice the ostinati? Could pupils spend some time on inventing their own rhythms?Continue to assess; *X can show pitch direction with hand movement* |
| 4 | To recognise changes in and control pitchTo develop awareness of simple structuresTo explore and play simple rhythmic and melodic patterns/ostinati using tuned percussion | Starter Pease Pudding Hot**Main activities** Sing London’s Burning and fit rhythm and tuned ostinati together**;** **Plenary** Listen back to groups and discuss.How good was the singing? Can you hear the words? Were the ostinato patterns in time? What do we need to do to improve? Are we ready to perform to an audience? etc | Continue to **assess** and fill in record sheet*X can show pitch direction with hand movement* |
| 5 | To recognise changes in and control pitchTo develop awareness of simple structuresTo explore, compose and play simple melodic patterns/ostinati using tuned percussion | Starter Pease Pudding Hot; Little Arabella Miller**Main activities** A’s for Apricots – class and small group work – exploring ascending pitch and creating a new “A’s for…” composition**Plenary** Listen to ideas for “new” words | Could the children invent new lists A’s for ……..? These could have a theme to them eg a list of animals, countries, football teams etc |
| 6 | To recognise changes in and control pitchTo explore, compose and play simple rhythmic and melodic patterns/ostinati using tuned percussion | Starter Land of the Silver Birch **Main activities** Learn either Row Row the boat or Frere Jacques – add action patterns;Practice A’s for Apricots – add new words - class and group work; **Plenary** Play A’s for Apricots as a class | *Land of the Silver Birch – Flying Around no 49. (Start on D. Dm chord throughout-DF).* |
| 7 | To recognise changes in and control pitchTo develop awareness of simple structuresTo explore, compose and play simple melodic patterns/ostinati using tuned percussion | Starter Land of the Silver Birch. Tap beat 1 (drone) and then beats 1 and 3 (split drone).**Main activities** Explain ‘pentatonic’*.*  “Wellington Boots” Class composing activity – create piece together and play; practice rhythm patterns of new word rhythm; group work – pupils select and order pitches to create a tune to fit wordsPlenary Show “work in progress” | **Assess** *X can improvise / compose short melodic patterns**(Pentatonic – 5 notes, clashes taken away so everything fits together, Chinese or native American Indian sound. Use CDE GA for Wellington Boots)*  |
| 8 | To recognise changes in and control pitchTo develop awareness of simple structuresTo explore, compose and play simple melodic patterns/ostinati using tuned percussion | Starter Land of Silver Birch sing.**Main activities** Tap drone and then split drone as sing Silver Birch. Revise pentatonic scale. If able to add ostinato using pentatonic notes.“Wellington Boots” Continue group composing activity; record pitches on wksheet; practice to perform (letters or symbols)**Plenary** Perform and record Wellington Boots. | **Assess** *X can improvise / compose short melodic patterns**Start drone off first, then add split drone, then add singing.*Collect in pupils composition sheets as evidence of work to go with recording. |
| 9 | To prepare to perform to an audienceTo explore and explain their ideas and feelings about the music they listen to and perform | Starter Any of songs from this term.**Main activities** Rehearse any of the work from this term that you have chosen to perform.**Plenary** Discuss behavior, practical issues etc whenperforming to an audience. | Finish recording assessments. |
| 10 | To perform to an audience | **Starter** Any of songs from this term*.***Main activities** Perform to an audience.**Plenary** Discussion; what could have gone better / well done |  |

Year 3 Wider Opportunities – Exploring Percussion Term 2

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| School |  | Unit of work | WO – exploring percussion |
| Date | Lesson 1 | Class/Pupils | Year 3 |
| Instrument | Percussion | Week number | Lesson 1 |

Context; teaching week 1

Learning Objectives; *Pupils should learn*

* *to develop their singing voices*
* *to recognise changes in and control pitch*

**Lesson plan**

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| Starter High Low Chicka low (sing only)High low chick-a low, G D ee D Capital letters = crotchetChick-a low, chick-a low, ee D ee D Lower case = quaversHigh low chick-a low, G D ee D Sing only lesson 1Chick-a low high. ee D G With actions lesson 2.**Main activities** explore and introduce different types of tuned percussion instruments; explore and find High/Middle/Low on all pitched classroom percussion; explore and play pitches ascending and descending;Sort it out – C scale jumbled up, put in correct ascending order. Could try it in two halves.As a class sing ‘High, Low, Middle’; (Tune Hot Cross Buns)High low middle, High low middle, Change the order of the notes from High low middle.(You will need to make cards that say ‘high’ ‘low’ ‘middle’, several of each).Pairs / group task – work together sharing a tuned inst. – create a tune using H/M/L pitches. Listen to HML tunes. Which do you like? *(Differentiation by outcome; some will be more successful than others).*All material is in Percussion Players by Jane Sebba or MKMS file.***Plenary*** *Revise relevant vocabulary; xylophone, metallophone, glockenspiel, chime bars, beaters, high pitched, low pitched.* |

Lesson Outcomes; *Pupils are able to*

\*sing with control \*identify changes in pitch

Resources;

Several tuned percussion instruments and beaters.

Year 3 Wider Opportunities – Exploring Percussion Term 2

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| --- | --- | --- | --- |
| School |  | Unit of work | WO – exploring percussion |
| Date | Lesson 2 | Class/Pupils | Year 3 |
| Instrument | Percussion | Week number | Lesson 2 |

Context; teaching week 2

Learning Objectives; *Pupils should learn*

* *to develop their singing voices*
* *to recognise changes in and control pitch*
* *to explore and play simple rhythmic and melodic patterns/ostinati using tuned percussion*

**Lesson plan**

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| Starter High Low Chick a low (with actions); See previous lesson plan for words and melody.High low chick-a low – with actions. High = hand high; low= hand low; chick- a= hand in middle. Do with partner. Hold each other’s left hand. Do actions with right hand.Simon says; do action if hear low D played before action is said. Don’t do if hear high D.**Main activities** Learn to sing London’s Burning, then learn action pattern; London’s Burning – ‘action pattern’ = knee knee clap clap – to rhythm of London’s Burning. Learn to recognise ostinato rhythm (same rhythm as action pattern on unturned instrument). If time learn tuned ostinato rhythm (on notes ddG G).Indicate pitch of tune with hands as you sing.Revise High Low Middle.Begin to **assess** and fill in assessment record; X can ecognize changes in pitch – H/M/L and shows pitch with hand movement. (Ask class teacher to do). *(Differentiation by outcome; some will be more successful than others, use 3 point assessment scale).*Sing London’s Burning and start to fit action pattern and rhythm ostinato together with singing. ***Plenary*** *Revise relevant vocabulary; xylophone, metallophone, glockenspiel, chime bars, beaters, high pitched, low pitched.* |

Lesson Outcomes; *Pupils are able to*

Sing with more control

Recognise and indicate changes in pitch

Play ostinato patterns on tuned / untuned percussion.

Resources; a variety of tuned and untuned percussion instruments.

Year 3 Wider Opportunities – Exploring Percussion Term 2

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

Context; teaching week 3

Learning Objectives; *Pupils should learn*

* *to develop their singing voices*
* *to recognise changes in and control pitch*
* *to explore and play simple rhythmic and melodic patterns/ostinati using tuned percussion*

**Lesson plan**

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| Starter Are you ready?;Are you ready – Calls by teacher on notes G E A, and responses echoed by children. Make up your own questions and answers, here are some examples;Are you ready – Yes we’re ready ; Hello children – Hello Mrs Rose; Hello all the girls – Hello Mrs RoseSimon says; do action if hear low D played before action is said. Don’t do if hear high D.Sort it out – C scale jumbled up, put in correct ascending order. Could try it in two halves.**Main activities** * Sing London’s Burning and indicate pitch of tune with hands as you sing.Revise High Low Middle. Begin to **assess** and fill in assessment record; X can recognise changes in pitch – H/M/L and shows pitch with hand movement. (Ask class teacher to do).
* add action pattern;

London’s Burning – ‘action pattern’ = knee knee clap clap – to rhythm of London’s Burning.* learn tuned percussion part;

(same rhythm as action pattern on untuned instrument). * learn tuned ostinato rhythm (on notes ddG G to rhythm of beginning of London’s Burning).
* In groups / pairs invent own rhythm patterns to add to song (in 3 time, starting on upbeat). HA may be able to add pitches – D pitches then G pitches). This will continue next week.

*(Differentiation by outcome; some will be more simple / complex than others. Differentiation by support; some will require more adult support than others).*Choose one good example of a pattern, and as a class and add it to song.**Plenary** Revise relevant vocabulary; xylophone, metallophone, glockenspiel, chime bars, beaters, high pitched, low pitched. |

Lesson Outcomes; *Pupils are able to*; \*sing with more control; \*recognise and indicate pitch with hand

\*play ostinato patterns using tuned and untuned instruments

Resources; a variety of tuned and untuned percussion instruments.

Year 3 Wider Opportunities – Exploring Percussion Term 2

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| --- | --- | --- | --- |
| School |  | Unit of work | WO – exploring percussion |
| Date | Lesson 4 | Class/Pupils | Year 3 |
| Instrument | Percussion | Week number | Lesson 4 |

Context; teaching week 4

Learning Objectives; *Pupils should learn*

* *to recognise changes in and control pitch*
* *to develop awareness of simple structures*
* *to explore and play simple rhythmic and melodic patterns/ostinati using tuned percussion*

**Lesson plan**

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| Starter Pease Pudding HotPease pudding was made in a big cooking pot on an open fire. It was made mainly of peas. Add appropriate actions after ‘hot’ ‘cold’ ‘nine days old’ (yuck). Second verse ‘some like it hot’ etc.Once learned, ask the children to indicate the pitches with their hands. **Assess** and fill in assessment record; X can recognise changes in pitch – H/M/L and shows pitch with hand movement. (Ask class teacher to do).**Main activities** Revise London’s Burning and fit action rhythm, untuned rhythm and tuned ostinati together**.**In groups / pairs, remind them of the group work started last week where they had to make up own tuned ostinato pattern. It should have 3 beats, beginning on beat 3 and have D F# A for third beat and G B D for second and third beats. Give time for group work. *(Differentiation by outcome; some will be more complex / simple than others. Differentiation by support; some will require more support than others).*Listen to several examples. **Assess** – X can compose a short melodic pattern. Get class teacher to fill in sheet. Add good examples to the singing. Start percussion part off first, then add singing. **Plenary** How good was the singing? Can you hear the words? Were the ostinato patterns in time? What do we need to do to improve? Are we ready to perform to an audience? etc |

Lesson Outcomes; *Pupils are able to*

* have some awareness of simple structures
* play simple melodic ostinato patterns.
* compose melodic ostinato patterns.

Resources; a variety of tuned percussion instruments.

Year 3 Wider Opportunities – Exploring Percussion Term 2

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| --- | --- | --- | --- |
| School |  | Unit of work | WO – exploring percussion |
| Date | Lesson 5 | Class/Pupils | Year 3 |
| Instrument | Percussion | Week number | Lesson 5 |

Context; teaching week 5

Learning Objectives; *Pupils should learn*

* *to recognise changes in and control pitch*
* *to develop awareness of simple structures*
* *to explore, compose and play simple melodic patterns/ostinati using tuned percussion*

**Lesson plan**

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| Starter Pease Pudding Hot; Pease pudding was made in a big cooking pot on an open fire. It was made mainly of peas. Add appropriate actions after ‘hot’ ‘cold’ ‘nine days old’ (yuck). Second verse ‘some like it hot’ etc.Once learned, ask the children to indicate the pitches with their hands. Little Arabella MillerLittle Arabella Miller had a woolly caterpillar, first it jumped upon her motherThen upon her baby brother, Little Arabella Miller put away that caterpillar.(Tune – Twinkle Twinkle Little Star).**Main activities** A’s for Apricots (exploring ascending pitch) as a class;Say the words then play the note indicated using same rhythm as the words;A’s for apricot AAAAA; B’s for banana BBBBB; C’s for chips CCC; D’s for damson jam DDDDD etc.Easier version; start on G (G’s for grapes) then do descending version – GFEDC.Group work – begin to plan your own version. It does not have to be about food, you could choose animals, football teams etc. Group children who play instruments together, can they make up a composition using the notes they know how to play?*(Differentiation by outcome; some children could use instruments they already play, using any notes they know. Eg violin open strings G is for gorilla, D is for duck, A is for alligator, E is for elephant. Also differentiation by support; some children will need more adult support).***Plenary** Listen to ideas for “new” words. Give encouragement, guidance etc. |

Lesson Outcomes; *Pupils are able to*; \*control changes in pitch, vocally; \*have an understanding of the structure

\*begin to compose a melodic pattern.

Resources; tuned percussion instruments.

Year 3 Wider Opportunities – Exploring Percussion Term 2

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| School |  | Unit of work | WO – exploring percussion |
| Date | Lesson 6 | Class/Pupils | Year 3 |
| Instrument | Percussion | Week number | Lesson 6 |

Context; teaching week 6

Learning Objectives; *Pupils should learn*

* *to recognise changes in and control pitch*
* *to explore, compose and play simple rhythmic and melodic patterns/ostinati using tuned percussion*

**Lesson plan**

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| Starter Learn to sing, Land of the Silver Birch (Flying Around, no 49). **Main activities** Revise the class version of A’s for Apricot from last week.Say the words then play the note indicated using same rhythm as the words;A’s for apricot AAAAA; B’s for banana BBBBB; C’s for chips CCC etcOr do easier version starting on G (G’s for grapes) and use GFEDC.Group work – continue to plan your own version. It does not have to be about food, you could choose animals, football teams etc. Group children who play instruments together, can they make up a composition using the notes they know how to play?Give plenty of time for rehearsals, then ask some groups to perform.*(Differentiation by outcome; some children could use instruments they already play, using any notes they know. Eg violin open strings G is for gorilla, D is for duck, A is for alligator, E is for elephant. Also differentiation by support; some children will need more adult support).***Plenary** Evaluation of children’s compositions. If the school likes to record, then ask class teacher to do this. |

Lesson Outcomes; *Pupils are able to*

* compose a short piece using a given structure.

Resources; a variety of percussion instruments, instruments the children have brought in.

Year 3 Wider Opportunities – Exploring Percussion Term 2

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

Context; teaching week

Learning Objectives; *Pupils should learn*

* *to recognise changes in and control pitch*
* *to develop awareness of simple structures*
* *to explore, compose and play simple melodic patterns/ostinati using tuned percussion*

**Lesson plan**

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| StarterTo revise singing Land of the Silver Birch from last time. Tap the drone (beat 1) and then the split drone (beats 1 & 3).Main activityExplain term ‘pentatonic’; 5 notes, worst clashes removed, notes FGACD. *Use F pentatonic scale, as it will be needed next week.*As a class compose a piece using Wellington Boots structure, using F pentatonic notes above:Say the words; clap the rhythm of the words; play the rhythm using pentatonic notes (more than 1 pitch for each line).Talk about the need for repetition, moving in step, moving by leap. Different children could play each line. Teacher will need to look at sheet to follow words. Talk about structure.Group work. Once all children understand the principle of say, clap, play ask them to do their own example using one of the other structures (six sevens are forty-two, or capital cities of the world). Children will need sheet and pencil per group.This will be work in progress as probably not time to finish.*(Differentiation by task; some children could play instruments they are learning. Differentiation by support; some children will need more adult support).*Save the sheets, with names on for next week.PlenaryOne group to show work in progress. Recap stages of say, clap, play.  |

Lesson Outcomes; *Pupils are able to begin*

* *to recognise changes in and control pitch*
* *to develop awareness of simple structures*
* *to explore, compose and play simple melodic patterns/ostinati using tuned percussion*

Resources; Land of the Silver Birch in the book Flying Around

A range of tuned percussion instruments

COMPOSING A TUNE!

Names…………………………………………...........

TUNE1

PHRASE A Wellington boots \_ \_ \_ \_

PHRASE A Wellington boots \_ \_ \_ \_

PHRASE B Muddy puddle \_ \_ \_ \_

PHRASE A Wellington boots \_ \_ \_ \_

TUNE 2

PHRASE A Six sevens are forty two \_ \_ \_ \_ \_ \_ \_

PHRASE A Six sevens are forty two \_ \_ \_ \_ \_ \_ \_

PHRASE B Ten nines are ninety \_ \_ \_ \_ \_

PHRASE A Six sevens are forty two \_ \_ \_ \_ \_ \_ \_

TUNE 3

PHRASE A London, Paris, Washington, Rome \_ \_ \_ \_ \_ \_ \_ \_

PHRASE A London, Paris, Washington, Rome \_ \_ \_ \_ \_ \_ \_ \_

PHRASE B Capital cities of the World \_ \_ \_ \_ \_ \_ \_ \_

 PHRASE A London, Paris, Washington, Rome \_ \_ \_ \_ \_ \_ \_ \_

Year 3 Wider Opportunities – Exploring Percussion Term 2

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

Context; teaching week

Learning Objectives; *Pupils should learn*

* *to recognise changes in and control pitch*
* *to develop awareness of simple structures*
* *to explore, compose and play simple melodic patterns/ostinati using tuned percussion*

**Lesson plan**

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| StarterRevise singing Land of the Silver Birch. Start on low D. Ask 1 group to tap drone (beat 1) as you sing; ask other group to tap split drone (beats 1 & 3). Start taps off before singing starts.Main activityOnce taps are secure as you sing Silver Birch, introduce pitches instead. Use D for drone; use F & A for split drone. Start drone off first, when it is secure start split drone, then singing.Activity 2. Remind children of Wellington Boots class activity. Also pentatonic scale FGACD. Ask them to continue to compose own piece using same sheets as last week. *(Differentiation by task; some children could play instruments they are learning. Differentiation by support; some children will need more adult support).*PlenaryEach group to play their piece. Encourage positive feedback from others; I think they played the rhythms accurately; they used all the pentatonic notes. Choose one or two to play in the end of term performance. |

Lesson Outcomes; *Pupils are able to*

* *to recognise changes in and control pitch*
* *to develop awareness of simple structures*
* *to explore, compose and play simple melodic patterns/ostinati using tuned percussion*

Resources;

Land of the Silver Birch in the book Flying Around

A range of tuned percussion instruments

Wellington Boots sheet , on the next page to lesson plan – one per group, pencils one per group.

COMPOSING A TUNE!

Names…………………………………………...........

TUNE1

PHRASE A Wellington boots \_ \_ \_ \_

PHRASE A Wellington boots \_ \_ \_ \_

PHRASE B Muddy puddle \_ \_ \_ \_

PHRASE A Wellington boots \_ \_ \_ \_

TUNE 2

PHRASE A Six sevens are forty two \_ \_ \_ \_ \_ \_ \_

PHRASE A Six sevens are forty two \_ \_ \_ \_ \_ \_ \_

PHRASE B Ten nines are ninety \_ \_ \_ \_ \_

PHRASE A Six sevens are forty two \_ \_ \_ \_ \_ \_ \_

TUNE 3

PHRASE A London, Paris, Washington, Rome \_ \_ \_ \_ \_ \_ \_ \_

PHRASE A London, Paris, Washington, Rome \_ \_ \_ \_ \_ \_ \_ \_

PHRASE B Capital cities of the World \_ \_ \_ \_ \_ \_ \_ \_

 PHRASE A London, Paris, Washington, Rome \_ \_ \_ \_ \_ \_ \_ \_

Year 3 Wider Opportunities – Exploring Percussion Term 2

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| --- | --- | --- | --- |
| School |  | Unit of work | WO – exploring percussion |
| Date | Lesson 9 | Class/Pupils | Year 3 |
| Instrument | Percussion | Week number | Lesson 9 |

Context; teaching week

Learning Objectives; *Pupils should learn*

* to prepare toperform to an audience
* to explore and explain their ideas and feelings about the music they listen to and perform

**Lesson plan**

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| StarterAny of the songs that have been popular this term.Main activityWith the children choose examples of pieces sung, played and composed this term. Try to include a range. Rehearse all the work you have chosen. Discuss practical issues; who sits where, where will the instruments go, which order to perform in, who announces, who explains what is happening.*Differentiation by task; make sure children asked to perform in line with their abilities.**Differentiation by support; ask class teacher to support some groups more than others.*Discuss behaviour expectations; look at the audience, smile, stand still, appropriate use of instruments and equipment etc.Discuss with teacher who the audience will be – parents if possible.PlenaryRecap main points of performance for next week. |

Lesson Outcomes; *Pupils are able to*

* to prepare toperform to an audience
* to explore and explain their ideas and feelings about the music they listen to and perform

Resources;

A range of tuned percussion instruments. Land of the Silver Birch in Flying Around?

Sheets written on by children last week?

 Year 3 Wider Opportunities – Exploring Percussion Term 2

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| --- | --- | --- | --- |
| School |  | Unit of work | WO – exploring percussion |
| Date | Lesson 10 | Class/Pupils | Year 3 |
| Instrument | Percussion | Week number | Lesson 10 |

Context; teaching week

Learning Objectives; *Pupils should learn*

* To perform to an audience

**Lesson plan**

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| StarterQuick reminder of the order of pieces, practical issues, expectations of behaviour etc. Smile!Main activityThe performance of your choice of songs, activities and compositions from the term.PlenaryDiscussion of what went well / could have gone better, well done.Encourage them to continue to enjoy music, and let them know of any opportunities that are available to them in the future (WO year 4; MKMS lessons). |

Lesson Outcomes; *Pupils are able to*

* Perform to an audience

Resources;

A range of tuned instruments, instruments the children already play etc., sheets where compositions were written.