**Insects planning**

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| Learning Intention | Learning Activity | Learning Outcome |
| Can you identify the time values walk, stride, glide, jogging and running?(ant, snail, slug, beetle, caterpillar) | Metre Mix –body percussion/un-tuned percussion/tuned percussionGraphic symbols | I can name, clap and play different time values in small and large groups |
| Can you use these values to create your own phrases? | Put a Pattern in Space/Play a Pattern in SpaceDraw graphic symbols | I can create my own four/eight beat rhythmI can read rhythmic patterns from graphic symbols |
| Are you familiar with the sequence of notes on a xylophone? | Squirrel story/Once a Man/A’s for Ant, B‘s for beetle, C’s for caterpillar, D’s for dragonfly, E’s for earwig , F’s for firefly, G’s for grasshopper | I know the sequence of notes on a tuned instrumentI can play melodic patterns using one note at a time |
| Can you use them to compose your own melodic phrases? | Play a pattern in spaceCall and response | I can create my own melodic phrases using notes of the pentatonic scale |
| Do you know about AABA structure?Do you know about Rondo form? | Ant, ant, butterfly, ant- play the rhythm of the words on the pentatonic scaleMarching composition | I can organise my ideas into different structures |
| Can you identify the elements of music in recorded sounds? | Listening Activity: The Grasshopper’s dance/Flight of the Bumble Bee/The Gadfly | I can recognise changes in pitch, pulse and dynamicsI can describe sounds using musical vocabulary |
| Can you use your knowledge of time values, rhythm and pitch to compose a piece of music? | Group work, ‘Ants in your Pants’- each group chooses an insect, selects, organises and combines he sounds. Played in Rondo form | I can work co-operatively in a groupI can choose sounds, combine them with others and organise them into a sequence |
| Can you sing songs with a sense of phrase and pitch in unison and two/three parts? | The Ugly Bug BallLadybird, ladybird (Sarah Watts) | I can sing words clearly and follow the shape of a melody. I can breathe at the end of a phrase. |

**Lesson 1: 45mins**

**Learning Intentions:** Children learn

To play a name game

About pulse

To say, clap and play time names

To play in small groups

To sing a new song

**Introductory activity (10mins)**

Sing, ‘Hello children’ (GEGE)

Play the name game

Talk to the children about the pulse underneath the name game and the pattern or rhythm that their names make over the top.

Demonstrate the difference between pulse and rhythm by asking half the class to tap the pulse on their knees and the other half to clap the rhythm, ‘Jubilee Wood’. Swap tasks.

**Main activity (25mins)**

Talk to the children about their Insect Project and give them names to say and clap as a class and in groups.

Ant = walk/one beat note

Beetle= jogging/two half beats

Snail= stride/a two-beat note

Slug= glide/a four-beat note

Ask them to choose different body/vocal sounds on which to play the rhythms and then choose four different un-tuned sounds.

Swap instruments and time values

*Which time value/insect should they listen to in order to keep in time? (The ant)*

Show the children some pictures of different insects and see if they can play the rhythm of their names on their instruments.

Try playing sequences of insects and then combine insect names

**Plenary (10mins)**

Listen to the song, ‘The Ugly Bug Ball’ and sing the chorus and verse if time.

Can they find the pulse with jive actions?

**Learning Outcomes:** Children can

Differentiate between rhythm and pulse

They can say, clap and play rhythmic patterns in small groups

Maintain an independent part within a small group

Follow simple graphic notation

Sing tunefully ad with character

**The Ugly Bug Ball**

Once a lonely caterpillar sat and cried,

To a sympathetic beetle by his side,

‘I’ve got nobody to hug

I’m such an ug-ul-ly bug!’

He a spider and a dragonfly replied

‘If you’re serious and want to be a bride,

Come along with us to the glorious annual Ugly Bug Ball’

CHORUS

Come on, let’s crawl, gotta crawl,

Gotta crawl to the Ugly Bug Ball

To the ball, to the ball, to the ball

And a happy time we’ll have there,

One and all, at the Ugly Bug Ball.

**Lesson 2: 45mins**

**Learning Intentions:** Children learn

A new song

About pitch

About tuned percussion

To copy rhythmic patterns

To compose their own rhythmic patterns

To work in groups

**Introductory activity (10mins)**

Sing, ‘Hello’ and play the name game.

Introduce the song, ‘Once a Man Fell in a Well’.

Talk about how the pitch changes

Introduce the words, ascend and descend

**Main activity (25mins)**

Tell the children the squirrel story and ask volunteers to help tell it with the xylophone

*How does the pitch change as the bars get smaller/bigger?*

*How are the notes labelled on the note bars?*

*How might the sound change on a large/small instrument?*

Show the children how to hold the beaters

Teach the children, ‘A’s for Ant’. The children say and clap the phrase first and then play it on the relevant note.

1, 2, 3, 4 A’s for ant

B’s for beetle

C’s for caterpillar

D’s for dragonfly

Es’ for earwig

F’s for fire fly

G’s for grasshopper

Give out tuned instruments to groups of four children and ask them to copy the phrases and then to make up their own versions.

Listen to as many groups as possible

**Plenary (10mins)**

Introduce the song, ‘The Ugly Bug Ball’ and listen to it on the CD.

 Add ant, beetle, snail and slug actions to the music and then sing the words

**Learning Outcomes:** Children can

Sing with awareness of pitch

Understand how the pitch changes on a tuned percussion instrument

Use ascending notes to compose musical phrases

Work co-operatively in groups

**Yr 5 Lesson 3: 45mins**

**Learning Intentions:** Children learn

A new game

About pulse and rhythm

About call and response structure

To create their own questions and answers in pairs

**Introductory activity (15mins)**

Sing ‘Hello’ and play the name game.

Revise the difference between pulse and rhythm.

Introduce the game, ’Put a pattern in Space’ and encourage every child to create his or her own four-beat clapping pattern.

**Main activity (20mins)**

Revise the activity from last week, Give the children two or three minutes to practise and then to some or all of the pairs. (Otters class)

Or

Repeat the game, ‘Put a pattern in Space’ using the notes CDEGA and encourage each pair to create their own melodies using the C pentatonic scale.

Ask each pair to ask each other a question about insects e.g. Q: How many spots on a red ladybird? If they know the answer they should say and clap it. If not, just say and clap, ‘Secrets of the Animal Kingdom’.

Q: How many spots on a red ladybird?

A: Secrets of the Animal Kingdom

Encourage the children who finish to explore the notes of the pentatonic scale with which to set the words.

Q: How many spots on a red ladybird?

 C ee G e d e d d C

A: Secrets of the Animal Kingdom

 G G e d c c C C C

**Plenary (10mins)**

Listen to some work in progress and then pack away the instruments

Sing through the song, ‘Ugly Bug Ball’ to finish.

**Learning Outcomes:** Children can

Create original rhythmic/melodic patterns

Play rhythmic patterns with control

Work co-operatively in groups

Create call and response phrases that are equal in length

Use notes of the C pentatonic with confidence and control

**Lesson 4 (Yr 5): 45mins**

**Learning Intentions:** Children learn

About time values

About rhythm and pulse

About the pentatonic scale

About call and response form

A new song

To add percussion to a song

**Introductory activity (15mins)**

Play the name game and revise time values using the insect pictures (ant, snail, slug and beetle).

Play these times values on notes of the C pentatonic scale.

**Main activity (15mins)**

Revise the call and response activity (Secrets of the Animal Kingdom)

One child plays the rhythm of words to a question and the other, plays the rhythm of the answer.

Listen to each question and answer and comment on the notes they have used and particular rhythms/melodies that the children like.

Play the Q and A with an ostinato accompaniment

**Plenary (15mins)**

Learn the song, ‘The Ugly Bug Ball’ and use claves to play the beat (ant) and shakers to play the rhythm, ‘ant beetle, ant, beetle’.

If time, ask a few volunteers to play the ostinato

F- F- F--- (snail, snail, slug) and then the same pattern on E, D and C

Pack away and talk about the different words they have used today

* Ostinato
* Call and response (Question and Answer)
* Pentatonic scale
* Rhythm and pulse

**Learning Outcomes:** Children can

Play different time values with control

Maintain a part in a small group

Create rhythmic phrases

Work co-operatively in pairs

Comment upon their preferences

Sing tunefully and confidently

Play with control and awareness of pulse

**Week 5 (Yr 5): 45mins**

**Learning Intentions:** Children learn

To recognise rhythmic patterns

To revise and improve a song

To play rhythmic patterns

About structure

To create phrases using the pentatonic scale

To create rhythmic patterns

**Introductory activity (10mins)**

Play the name game and introduce the game, ‘Don’t play this one back’. The children should fold their arms when they hear the rhythm of the title.

They should put a roof on their heads when they hear the rhythm, ‘Jubilee Wood School’ and make their favourite animal noise when they here, ‘Animal Kingdom’.

**Main activity (25mins)**

Revise the song, ‘The Ugly Bug Ball’ and use claves to play the beat (ant) and shakers to play the rhythm, ‘ant beetle, ant, beetle’.

Ask a few volunteers to play the ostinato

F- F- F--- (snail, snail, slug) and then the same pattern on E, D and C

The note F is not in our pentatonic scale. Ask the children to remember what notes are.

Explain that today they are going to work in pairs again in order to compose a new melodic phrase.

Show them the example, ‘Ant, ant, butterfly, ant’ and ask them to comment upon the pattern of the phrase, to clap its rhythm and then in pairs to divide the words between them and to set each one to notes of the pentatonic scale

E.g. ant, ant, butterfly, ant

 C C gg E C

The word that is repeated three times can be set to the same notes each time or the notes can change

e.g. ant, ant, butterfly, ant

 C G eeD C

Ask the children to think about the names of two insects and to put them into that same structure.

They should then clap the rhythm of the words, decide who is going to compose the notes for which word and then set them to music.

Listen to each pair in turn and ask the children to comment upon the rhythm of the phrase and the choice of notes.

*Which note makes the piece sound finished? (C)*

**Plenary (10mins)**

Pack away and then revise the game, ‘Switch’, encouraging children to think of the rhythm of some of the insect when they make up patterns today.

**Learning Outcomes:** Children can

Internaise rhythmic patterns

Sing tunefully and confidently

Maintain an independent part in small groups

Organise ideas into an AABA structure

Use notes of the C pentatonic scale to set words to

Work co-operatively in pairs

**Week 6 (Yr 5): 45mins**

**Learning Intentions:** Children learn

To revise a clapping game

To work in groups

About structure

To compose AABA pieces using notes of the pentatonic scale

To revise their question and answer pieces

**Introductory activity (10mins)**

Play the name game and revise the game, ‘Don’t clap this one back’.

Add the rhythms, ‘Jubilee Wood-‘ and ‘Animal Kingdom’.

Explain to the children that they will need to with the person with whom they composed their insect questions and answers with two weeks previously.

Today they will be playing their Q&A pieces over an ostinato and then remembering their AABA ideas from the previous week (e.g. worm, worm, dragonfly, worm)

**Main activity (25mins)**

Give the children time to revise their Q&A pieces and then ask them to play them over a C/G ostinato.

Give the children time to write the AABA words on the back of their sheets and then to set these rhythms to music.

If time, listen to each of these and play them over the ostinato.

**Plenary (10mins)**

Pack away the instruments and talk about activities next week.

There will be five groups of children.

One group will play the ostinato ant, ant etc. on C/G and use percussion instruments to make it sound more like an insect marching

2 groups will use the AABA patterns of one pair and add percussive sounds to illustrate them

2 groups will use the Q&A phrases of one pair and use percussion instruments to illustrate them.

**Learning Outcomes:** Children can

Internalise rhythmic patterns

Set rhythmic phrases to pitched sounds

Play with control and awareness of pulse

Understand that music can be organised into different forms and structures

Work co-operatively in pairs

Insects on Parade!Name*.........................*

Listen to these two pieces of music.

Each one has been written to illustrate the sounds and movement of an insect.

Piece No.1

1. What insect might be shown by this music?................................
2. What musical elements are used in particular?...........................

.......................................................................................................

(Is it fast or slow, smooth or jumpy, loud or quiet?)

1. What instruments can you hear playing the tune?

....................................................................................................

....................................................................................................

Piece No.2

1. What insect is shown by this music?...........................................
2. Which instrument gives it away?................................................
3. How would you describe the music?............................................

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(Fast or slow, lively, short sounds or smooth, relaxed sounds)

1. Can you name any instruments that you heard?........................

......................................................................................................

**Week 8 (Yr 5): 45mins**

**Learning Intentions:** Children learn

About musical elements

To listen attentively to recorded music

To sing tunefully

To play with control

**Introductory activity (10mins)**

Sing, ‘Hello children’ and play the name game. Introduce the game, ‘Boom chikka boom’ and use it to explore some musical elements.

*How did I make my voice sleepy/grumpy/sad/happy? (Talk about the duration, volume, pitch and pace of my voice)*

**Main activity (30mins)**

Explain that today is their last lesson about insects and that they are going to listen to two pieces of music about insects.

Go through the listening sheet and then listen to ‘Flight of the Bumble Bee’ by Rimsky Korsakov and ‘The Grasshopper’s Dance’ by Bucolossi. Listen to the pieces and then go through the answers together.

Sing ‘The Ugly Bug Ball’ and add the accompaniment if time

* Ant on claves
* Ant beetle on shakers
* Snail, snail , slug on F E D C

**Plenary (5mins)**

Pack away the instruments and talk about the musical elements that gave them the clues to the Bumble Bee (tempo and timbre) and Grasshopper (timbre, duration and pitch)

**Learning Outcomes:** Children can

Identify how musical elements can change the character of a piece of music or sung phrase

Sing tunefully

Play tuned and un-tuned instruments with control

[](http://www.google.com/imgres?q=ant&biw=1477&bih=808&tbm=isch&tbnid=LUj--ajWbEYWIM:&imgrefurl=http://www.glogster.com/jums123/magician/g-6ksm5iniv8lfgp4jt4esva0&docid=hberWiNLnFOQ9M&imgurl=http://us.123rf.com/400wm/400/400/iimages/iimages1211/iimages121102056/16590490-illustration-of-an-ant-on-a-white-background.jpg&w=906&h=1200&ei=rN0wUqaBFYuGhQf1v4GoAw&zoom=1&ved=1t:3588,r:35,s:0,i:202&iact=rc&page=2&tbnh=197&tbnw=158&start=17&ndsp=30&tx=139&ty=71)

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