Loughton Manor School

Thursday 20th September

Year 1: Curriculum Music (Sounds Interesting)

10.30-11.00am

Additions to Music Express

**Learning Intentions:** Children learn to

Sing a restricted number of notes

Pass a sound around the circle

Copy and create body/vocal sounds

Listen attentively to sounds in their own environment

Follow a simple graphic score

**Introduction (10mins)**

Sing, ‘Hello children’ (GEGE) and ask them to reply

Pass a clap around the circle, slowly and as quickly as possible

Pass a ‘shh’ around the circle

*What other sound could we pass?*

Teach them, ‘Children can you do this?’ and then ask volunteers to lead the game.

**Main activity (30mins)**

Sing, ‘Sound Song’ and follow Music Express plans

*What sounds might you hear in the kitchen/park?*

Sing, ‘Hands’ and follow ME plans

Create hand music using ‘Sounds Handy’ score.

**Plenary (5mins)**

Show the children how to play, ‘Switch’.

The leader finds a sound and the other children copy it. When the leader changes his or her sound, the other children must continue to make the first until the leader calls out, ‘Switch’.

**Learning Outcomes:** Children can

Copy a two-note chant

Copy sounds

Find original sounds

Identify environmental sounds

Use parts of their body to make sounds

Follow pictures in and out of sequence

Loughton Manor School

Thursday 27th September

Year 1: Curriculum Music (Sounds Interesting)

10.30-11.00am

Week 2

**Learning Intentions:** Children learn

To sing a restricted number of notes confidently and accurately

To explore body/vocal sounds

To identify hidden sounds

To identify environmental sounds

(To identify individual vocal sounds)

**Introductory activity (10mins)**

Sing, ‘Hello children’ (GEGE) and ask them to respond.

Ask them to reply with the phrase, ‘Yes, I have’ when I ask them, ‘Have you brought your whispering/playground/grumpy/excited/sleepy/robot/witch/singing voice?’

Pass a clap around the circle and then a new sound the other way.

**Main activity (15mins)**

Revise the Sound Song and talk about sounds they might hear at the swimming pool/in the playground/in the kitchen

Play, ‘I have sounds, one and two’ (Tune: Tommy Thumb)

I have sounds one and two

Hide away

Listen now, carefully

Which shall I play?

Two children will hide. Each will make their sound and the children will identify them and tell us in which order they were made e.g. Clap, slap

**Plenary (5mins)**

Listen to ‘Sounds Menu’ and identify the sound sources.

If time, play a game of ‘Switch’.

**Extension activity-**use the tune of, ‘Frere Jacques’ and the following words to play a singing/listening game.

All the children sing,

* ‘We are singing, we are singing
* Listen now, listen now
* Tell us who is singing, tell us who is singing

One child (Phoebe) is in the centre of the circle with eyes closed and has to identify the solo singer who sings this final line alone:

‘Hello Phoebe, Hello Phoebe’

**Learning Outcomes:** Children can

Sing with confidence and accuracy

Copy and explore original body/vocal sounds

Listen attentively

Internalise sounds

Loughton Manor School

Thursday 4th October

Year 1: Curriculum Music (Sounds Interesting)

10.30-11.00am

Week 3

**Learning intentions:** Children learn

The names of percussion instruments

To maintain a steady pulse

To identify instrumental sounds

To explore ways in which the instruments can be played

***Preparation: Lay out 5 of each of the following- drums/tambourines/triangles/woodblocks/jingles/Indian bells***

**Introduction (5mins)**

Sing, ‘Hello children’ (GEGE) and ask them to reply

Pass a clap around the circle and a shh the other way round, simultaneously

*Can they think of two new sounds we could use?*

Explain to the children that we will try to play the instruments today in more than one way.

**Main activity (20mins)**

Teach the children the song, ‘Choose an instrument’ and ask them to keep the pulse with hands on their knees. Now pass a beater around the circle whilst singing the song. Whoever has the beater when the singing stops, chooses an instrument from the centre of the circle. The four children either side of the child with the instrument are given more examples of the same instrument i.e. five now play the tambour.

They play along as we sing the song again, singing ‘We can play the big tambour’ and the other children pass around the beater.

(I will model how to play the tambour with my hands)

This is repeated five more times until every child has an instrument.

Repeat the song with everyone playing, using the words, ‘We can play our instruments…that’s our favourite’.

Ask one child from each group to show us a way to play the instrument.

Can the other children think of new ways?

Decide upon three ways for each instruments and play them in the gaps after the words, ‘east….west….best’

**Plenary (5mins)**

Ask one child from each group to come and hide behind me while the other children put their instruments back in the circle.

Ask each child to play their instrument once and for the other children to guess which way they have played them.

**Learning Outcomes:** Children can

Sing a narrow range of notes accurately and confidently

Listen attentively to body and instrumental sounds

Play sounds with control and awareness of pulse

Identify the sound quality (timbre) of instruments begin played in specific ways

**Extension activities**Ask volunteers to find three different ways of playing a scraper (guiro/cabasa)

Hide three, four or five sounds and ask children to identify a sequence of sounds

Play two or three similar sounds in a sequence e.g. guiro, cabasa and clatterpillar or maraca/Indian bells, triangle and jingles

Loughton Manor School

Thursday 11th October

Year 1: Curriculum Music (Sounds Interesting)

10.30-11.00am

Week 4

**Learning Intentions:** Children learn

To listen attentively

To play percussion instruments with control

To follow signals for stopping and starting

To add vocal/body sounds to a story

**Introductory activity (10mins)**

Sing, ‘Hello children’ (GEGE) and pass two new sounds around the circle

Play the movement games, ‘Shake and stop’ and March and Stop’ (These can be found in ‘Kids Make Music: 2’s and 3’s by Lynne Kleiner)

**Main activity (15mins)**

Revise the song/instrumental game, ‘Choose an instrument’. Sing it five times so that five lots of instruments can be given out. Each time the song is repeated, the children should try to play their instruments in time to the *pulse*.

Now show the children my table tennis bat with a red and green side.

*What does it remind them of? (Traffic lights)*

We are going to play a traffic lights game. Can they play when I show them the green side and stop when I turn to the red?

Put the instruments back in to the centre of the circle and tell the children about two vehicles that travelled at very different speeds and decided to have a race.

Teach tem the chant for the Big Blue Jeep (Brrmm, brmm, beep, beep, beep!)

Teach the sound effect for the Little White Trike (tinkle, tinkle) and his chant (Take it steady, take it slow, ring my bell and on I go).

**Plenary (5mins)**

Listen to the story and add the chants and any sound effects they think suitable.

Sing, ‘Goodbye children’.

**Extension activities**

* Play Mrs. Bear (One child shuts his or her eyes whilst another steals an instrument. Mrs. Bear has to guess where the sound is and thus who the thief is
* Sing a familiar song using the traffic lights/table tennis bat e.g. Baa, baa black sheep

**Learning Outcomes:** Children can

Sing a restricted number of notes accurately and confidently

Move and play with control and awareness of pulse

Use their voices/bodies to make effects for a story

Learn short chants and say them in time with other children

Loughton Manor School

Thursday 18th October

Year 1: Curriculum Music (Sounds Interesting)

10.30-11.00am

Week 5

**Learning Intentions:** Children learn

To listen attentively

To explore vocal sounds

To select instrumental sounds

To move/play with character

**Introductory activity (5mins)**

Sing, ‘Hello children’ (GEGE) and pass a vocal sound around the circle.

Ask the children to select a new vocal sound to pass the other way.

Remind them of the chant, ‘Have you brought your….voice?’ The children answer, ‘Yes I have’ in the same way in which the leader speaks (Crossly, happily, sleepily, like a robot, witch, angel etc)

**Main activity (22mins)**

Sing, ‘The Wheels on the Bus’ with the three suggested verses and then suggest some new verses. Ask the children to change their voices to reflect the words of the song.

Now choose three verses and ask volunteers to choose sounds to illustrate them

E.g. Scrapers for the wheels

Jingles for the babies

Triangle for the horn

Tambours for Daddies nodding

Tambourines for mummies chattering

Maracas for wipers swishing

Claves for grannies knitting

Choose six of these and sing the verse again with the instruments playing on the appropriate words.

Introduce the story of the Little White Trike and the Big Blue Jeep.

*Who can describe how each moves?*

*What sound from the circle might we use for each?*

Ask volunteers to show us how the vehicles might move and how they might play specific sounds

e.g. The bells, jingles and scrapers for the trike played slowly and quietly

The tambours, tambourines, maracas and claves played fast and loud for the jeep.

Ask half the class to repeat the chant, ‘Take it steady, take it slow, ring my bell and on I go’ whilst those with jingles, bells and scrapers play

Then ask the one half to say the chant, ‘Brmm, brmm, beep, beep, beep! Can’t catch me, I’m a big blue jeep!’ whilst the other half play the other instruments.

**Plenary (3mins)**

*Which vehicle moved the fasters?*

*Which had the steadiest pulse?*

*Which sounds were the quietest/loudest?*

**Learning Outcomes:** Children can

Use their voices creatively

Listen attentively in order to recognize where they should play/sing

Select sounds carefully

Play them with control

Identify changes in tempo (speed) and dynamics (volume)

Loughton Manor School

Thursday 25th October

Year 1: Curriculum Music (Sounds Interesting)

10.30-11.00am

Week 6

**Learning Intentions:** Children learn

To listen attentively

To use their voices creatively

A new chant

To identify changes in speed (tempo)

To add sounds to a story/chant

To play in groups

To talk about the sounds they make/play

**Introductory activity (10mins)**

Sing, ‘Hello children’ (GEGE) and pass a vehicle sound around the circle e.g. a beep or a chuff

Introduce the chant, ‘Coffee, coffee’ This is from ‘Play Songs’ and illustrates a steam engine moving slowly and then getting faster and faster.

Coffee, coffee x 4

Egg and chips x 4

Cheese and biscuits x 4

Jelly and cream x 4

Sooouuup!

*Ask the children to tap the pulse of the chant. Do their hands move faster as the train moves faster? (NO)*

*What is making the sounds appear to go faster? (The rhythm of the words)*

**Main activity (15mins)**

Tell the children of the story of the Little White Trike and the Big Blue Jeep.

*Who can describe how each moved?*

*What sound from the circle might we use for each?*

Ask volunteers to show us how the vehicles might move and how they might play specific sounds

e.g. The bells, jingles and scrapers for the trike played slowly and quietly

The tambours, tambourines, maracas and claves played fast and loud for the jeep.

Ask half the class to repeat the chant, ‘Take it steady, take it slow, ring my bell and on I go’ whilst those with jingles, bells and scrapers play

Then ask the one half to say the chant, ‘Brmm, brmm, beep, beep, beep! Can’t catch me, I’m a big blue jeep!’ whilst the other half play the other instruments.

Perform the whole story and then ask the children to comment on their work

*Did they like the sounds that we chose for each vehicle?*

*Did we play them quiet/slow enough for the trike?*

*Did we play them fast/loud enough for the jeep?*

*Did everyone join in with the chants?*

**Plenary (5mins)**

Remind the children how we started the lesson with a chant called ‘Coffee, coffee’.

*What was the chant actually about?*

Ask the children to listen to apiece of music about a train journey.

They should do two things

- Mark the pulse of the music with their hands on their knees

* Try to imagine where the train might be going/what countryside it might be travelling through

*Did the train get faster/slower/stop?*

*What landscapes did they imagine?*

**Learning Outcomes:** Children can

Mark the pulse of chants and recorded music

Identify changes in tempo

Use the instruments with control

Consider tempo and dynamics when playing them

Talk about their own work

Talk about their thoughts/ideas

**Extension activities**

45 minutes is a much better time for a music lesson- we were a little rushed with 30.

Here are some of the additional activities we did not have time to do

**Warm-ups**

* Have you brought your…..voice? (Yes we have)
* Children can you do this? (leader makes a pattern/children follow immediately)
* Pass a tambourine with one hit
* Pass a sleeping tambourine
* Shake and stop/March and stop

**Games**

* Switch
* We are singing (Tune= Frere Jacques)

One child (John) sits in the middle with eyes closed. One child volunteers to sing John’s name in the last line of the song alone. John needs to recognize the voice of the volunteer.

We are singing x 2 (ALL)

Listen now x 2

Tell us who is singing x 2

Hello John x 2 (SOLO)

**Additions/extensions**

* There is a lack of questioning in this scheme (Try asking questions such as ‘ Which was your favourite sound today? What does the sound of the scraper remind you of? Did we play our sounds quietly/loudly/quickly/slowly enough?)
* When listening to hidden sounds, ask the children to identify similar sounds e.g. triangle and Indian bells or sequences of 2, 3 or 4 sounds in the order that they were played
* Try using the chant, ‘Coffee, coffee’ in the City Sounds score. Play the rhythm of the words on shakers and scrapers whilst other just keep the pulse
* Try to model the pulse/rhythm with movement first e.g. can a group of children move like the trike/jeep? Can they walk to the pulse of ‘Coffee, coffee’? Can they step out/clap the rhythm of the words?
* I did not use the ‘Sounds Handy score’ form lesson 1 as I think the pictures are unclear and rely too much on the written word. Can the children think of as many sounds as they can to make with their hands and then find a symbol for each e.g. star for clap, squiggle for rub, a tick for flick, a line for click, a triangle for tap, a zig-zag for scratch, a circle for shake, some bubbles for pop. Use just a few of these on cards or on the board for the children to do as you point to them/hold up a card.

Sounds Interesting by 

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