

## Music Lesson Plan topic - Air

**Lesson 4 of 6 (Kites 1)**

**Focus: R/KS1**

**Key Learning Objective:**

- To listen to a variety of musical excerpts and identify different tempo.

**Other Learning Objectives:**

- To internalise and maintain a pulse.
- To use relevant musical vocabulary to describe the speed of different musical excerpts.

**Inter-related music dimensions covered:** Duration (pulse), tempo.

**Warm up /Starter activity:**

Teacher has a tambour (tambourine without jingles). Play a steady and regular pulse at a walking pace. In the hall or similar space children step in time to your pulse. Warn them that you will be changing the pulse and that they need to listen for the change and move appropriately. (Select 3 pulses slow, walking speed and fast). Teacher explains that the children have been walking at three different tempos. Tempo is the speed of the music,

Tell children that in music, the composer (writer of the music) uses Italian words to tell us what tempo, how fast or slow they want their music to go when musicians perform it.

If they want their music slow, they write “ADAGIO” into the music score, if they want a moderate walking speed they write “ANDANTE” and if they want their music lively / fast they write “ALLEGRO”. Listen to the three clips below. Give the children three differently coloured cards to represent (adagio, andante and allegro. As you play each clip they display the card that best represents the tempo they have just heard.

1 - [www.youtube.com/watch?v=MfkzNNaXFyo](http://www.youtube.com/watch?v=MfkzNNaXFyo) ADAGIO (slow) ‘Adagio for Strings’ by Albinoni.

2 - [www.youtube.com/watch?v=7VRw9N9OIPo](http://www.youtube.com/watch?v=7VRw9N9OIPo) ANDANTE (at a walking pace) ‘Andante festivo’ by Sibelius

3 - [www.youtube.com/watch?v=GRxofEmo3HA](http://www.youtube.com/watch?v=GRxofEmo3HA) ALLEGRO (Fast and lively) ‘Spring’ from the Four Seasons by Vivaldi.

**Main activity:**

Show pupils a plan of the orchestra and ask them how all the players are able to keep the same pulse when they play together such as in the Vivaldi. (Listen, watch each other) It is much easier if one person is in control directing the tempo of the music. The conductor silently waves patterns in the air which all the musicians understand. Each wave indicates a beat of the music.

Look at the diagram of a kite and use your right arm to trace the bold numbered lines (1-4). The pattern traced can be described as down, across, out and up. Using the Vivaldi try conducting the



four beat pattern (you will need to turn your back to your class).

Listen to [downloads.bbc.co.uk/tv/tenpieces/grieg.mp3](https://downloads.bbc.co.uk/tv/tenpieces/grieg.mp3) 'The Hall of the Mountain King' by Grieg. Can the children identify how the tempo changes during the piece (it gets gradually faster and faster). Can they try to conduct the ever changing tempo in 2. (accelerando – gradually getting faster).



Edvard Grieg  
19th - 20th Century

**Plenary:**

Sing 'John Kanaka'. Invite a member of the class to conduct in 4. Perform the song without the actions but moving step by step around the room in time to the music.

**Keywords / vocabulary:** Conductor, orchestra, composer, tempo, adagio - slowly, andante – at a moderate walking pace, allegro – lively (fast), accelerando – gradually getting faster.

**Extension opportunities:**

Practise conducting in 2 and learn to conduct in 3.

2 [www.youtube.com/watch?v=6B8xtikomh4](https://www.youtube.com/watch?v=6B8xtikomh4) 'Semper fidelis' by Sousa

3 [www.youtube.com/watch?v=tkyMPPKu66o](https://www.youtube.com/watch?v=tkyMPPKu66o) 'Carrilon' by Bizet from 'L'Arlesienne'

**Self-assessment opportunities: (I can..)**

- I can understand the dimension of music, tempo, and identify it in three different pieces of music.
- I can feel the pulse and move in time to three different tempos.
- I can maintain a steady beat/pulse.
- I can use the appropriate musical vocabulary to describe the tempo of a piece of music.

**Resources:** Kite conducting tips. YouTube clips, SingUp. Three different coloured cards or post-its for each child.

**Opportunities for sharing work:**

**Music Assessment: Reception / KS1 Air Lesson 4**

You only need to note the names of children who are working towards or well above the criteria for the lesson. It will be assumed that the majority of the class will achieve the objectives and you don't need to record this. Use the space below for any specific notes on achievement or evaluation of class progress.

Names of any children who do not meet the learning objectives for this lesson	'I can' assessment criteria	Names of any children who exceed the learning objectives for this lesson.
	<p>I can understand the dimension of music, tempo, and identify it in three different pieces of music.</p> <p>I can feel the pulse and move in time to three different tempos.</p> <p>I can maintain a steady beat/pulse.</p> <p>I can use the appropriate musical vocabulary to describe the tempo of a piece of music.</p>	
<p>Notes:</p>		