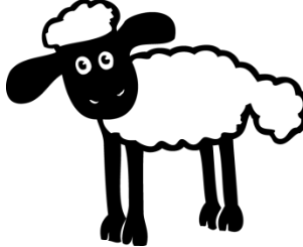


## Music Lesson Plan topic - Air

<b>Lesson 6 of 6</b>	<b>Focus: R/KS1</b>
<b>Key Learning Objective:</b> <ul style="list-style-type: none"> <li>To understand Rondo form and create a class composition based on this structure.</li> </ul>	
<b>Inter related music dimensions covered:</b> Pitch, duration (rhythm), dynamics, tempo, timbre, structure, notation.	
<b>Warm up /Starter activity:</b> Children shut their eyes and listen to 'Carl Goes Up' by Michael Giacchino from the Pixar Film 'Up' <a href="http://www.youtube.com/watch?v=PCOsKri8G1w">www.youtube.com/watch?v=PCOsKri8G1w</a> . The music is about the balloon floating over different locations. What in the music suggests it is about a balloon flight? - Legato – smooth, gentle – floating, step by step tune – no big jumps, not too loud – like a solitary balloon rising, drifting through the air.	
<b>Main activity:</b> Listen to 'Over English Country' by David Poore. David Poore is a composer from Bristol who has written many acclaimed film and TV titles from the BBC's Spring Watch, Grand Designs, Aardman animations to Disney films and the National Geographic Channel, <a href="http://www.davidpoore.com">www.davidpoore.com</a> . He has very kindly given permission for us to include his music in our Bristol scheme.	
<p>When listening to the music, the children should draw what the music makes them think about. They are to imagine that they themselves are taking a balloon journey or are flying in a plane across Bristol. Even though they may be on an aeroplane, the music is a very peaceful. Why has David Poore written the music like this? Do you think it's peaceful flying in the air? For many people it's a very magical experience to float and glide across the sky in a balloon. How can we capture the same feeling in our music? How does David use the instruments to create a relaxing, gliding sensation?</p>	
<p>On a large roll of paper (this could be wallpaper or rolls of paper from the Scrap store), draw a journey line. Plot on the journey line and make a plane or hot air balloon that can be moved across your journey line. The balloon or plane will fly above famous landmarks e.g. The Clifton Suspension Bridge, Shaun the Sheep, Bristol Harbourside, River Avon, your school! Ask the children to help you consider what you will see along your journey.</p>	
<p>Rondo form is the following musical structure: A, B, A, C, A, D, A, E, A etc. (as last week)          The A sections are the same melody. Sections B, C, D and E are also stand alone melodies, different from each other and from A.          As pictures the Rondo structure would be as follows:          Section A: River Avon          Section B: Suspension Bridge- a big grand structure with traffic moving across it          Section A: River Avon          Section C: The Harbour – small boats bobbing, ss Great Britain, The Matthew</p>	

Section A: River Avon

Section D: The city centre – hustle and bustle, traffic,

Section A: River Avon

Section E: Castle Park: Calm, birdsong,

Once you have a rough outline of your journey, you can split the class into groups and allocate them a section to compose. They need to carefully choose their instruments and think about the sounds they are making as solo players and as a group. Record their music and play it back to them. Do they like what they hear? What needs to be changed?

Can group A create an ostinato (a short repeating pattern) rhythm for the River Avon theme.



**Plenary:**

Rehearse and perform one of the songs learnt as part of this Unit of work.

**Keywords / vocabulary:** Graphic score, rondo form, journey, smooth (legato), andante (walking speed), largo (very slow speed), quiet (piano), loud (forte).

**Extension opportunities:**

Listen to 'New Dawn' by David Poore. List ten words to describe the tempo of the music.

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

- I can compose and perform within a given structure.
- I can recognise a repeated theme.
- I can select appropriate timbres to represent an idea.

**Resources:** 'Over English country' and 'New Dawn' by David Poore (audio files).

A selection of tuned and untuned percussion instruments.

**Opportunities for sharing work:** Perform any compositions to peers in school and to families in a mini concert or in an assembly to celebrate your successes.

**Music Assessment: Reception / KS1 Air Lesson 6**

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 compose and perform within a given structure</p> <p>I can recognise a repeated theme</p> <p>I can select appropriate timbres to represent an idea.</p>	
<p>Notes:</p>		