



Music Lesson Plan topic - Water

Lesson 2 of 6

Focus: KS1

Key Learning Objective:

- To explore the correlation between pitch and high/low notation.

Other Learning Objectives:

- To create my own symbols to represent sounds.
- To define music vocabulary –pitch (HIGH and LOW) and identify the pitch when heard.
- To keep a beat/respond to a beat.

Inter related music dimensions covered: Pitch, notation.

Warm up /Starter activity:

Demonstrate pitch (high/low) using a swanee whistle or playing each note from low to high on a piano or glockenspiel. Ask the children to describe what they hear – is it high / low? Introduce vocabulary pitch - (whether a sound is high or low or in the middle). Using the instrument play a high / low or middle note and ask children to show you using their hands whether it is high / low / middle.



Tell the children that on one side of the room you have displayed some Bristol Birds (seagulls, bluetits, blackbirds etc) to represent high notes. On the other side you have stuck some fish that live in the River Avon to represent low notes (see resource pictures). You will then secretly (behind a screen or a bag) play either high notes, low notes, or in the middle notes, (on a xylophone or on chime bars) and they will have to move to wherever they think is correct.

Main activity:

Draw a circle in the air for the children with your hands and they must sing high when you go high and low when you go low; use the analogy of a rollercoaster. Extend it to wavy patterns so their voices explore all levels of pitch. Encourage 1/2 children to be the 'conductor' or the 'teacher' by doing it themselves whilst their peers respond vocally.

Tell the children that they are going to pretend they are Bristol Paddle Boarders and they are going past the different landmarks of Bristol on a journey down the River Avon on a paddle board – BUT – they have to watch out for waves! Some waves might be really big, some might be medium sized and some small, but the Paddle Board goes over each one.

They will be creating a composition in groups or pairs. Together, the group/pair must draw the 'waves' that takes the Paddle Boarder on his or her journey using the chart provided, and choose different sounds and actions to sing or sound out the 'score'. The paddle boarder will go past S.S.

Great Britain, Past the M shed, Under the Bridge, the Matthew, etc. prompted by the pictures on charts provided.

Remind children of different vocal sounds created in the last lesson that they could use for their performance. Ask pupils to come and draw on the board the symbols they could use to illustrate different types of wave.

For the performance:

One person will be the 'conductor' who takes the Paddle Boarder character on the journey, deciding when to move on from each picture. The rest of the group will be the voices that respond to the pitch of the waves following the score. Evaluate.



Plenary:

Listen to the song 'Big boats, small boats' by Lin Marsh in Earth Sea and Sky resource. Learn the chorus. Notice how the pitch of the melody moves up and down.

Keywords / vocabulary: Pitch, high/low, conductor, score.

Extension opportunities: Listen to the opening and closing sections of Vltava (The Moldau) by Smetana www.youtube.com/watch?v=3G4NKzmfC-Q. Explain that this piece of music was written to describe the journey of the river Moldau through Czechoslovakia. The beginning of the music starts at the river source and ends as the river broadens out and reaches the sea.

Self-assessment opportunities: (I can..)

- I can use my voice to make different sounds.
- I can make a sequence of sounds or pictures.
- I can follow instructions about when to play and sing.
- I can use symbols to represent sounds.
- I can make connections between notations and musical sounds.

Resources:

- Swanee whistle (not essential, can use just your voice)
- Chime bars (one high, one middle, one low) and/or a glockenspiel.
- Bristol birds stuck to one corner of the room.
- Bristol fish stuck to another corner of the room.
- Wave chart.

Opportunities for sharing work e.g. by recording, notation: Group scores that have been planned and performed.

Music Assessment: Reception / KS1 Water Lesson 2

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 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 use my voice to make different sounds</p> <p>I can make a sequence of sounds or pictures</p> <p>I can follow instructions about when to play and sing</p> <p>I can use symbols to represent sounds</p> <p>I can make connections between notations and musical sounds</p>	
<p>Notes:</p>		