

## Music Lesson Plan topic - Air

**Lesson 1 of 6**

**Focus: Year3/4**

**Key Learning Objective:**

- To explore and understand timbre.

**Other learning objectives:**

- To contribute to creating a soundscape of a hot air balloon preparing to take flight and lifting off the ground.

**Inter related music dimensions covered:** Dynamics, structure, texture, timbre.

**Warm up / Starter activity:**

Introduce how hot air balloons are linked to Bristol and explore the Bristol Balloon Fiesta website:

[www.bristolballoonfiesta.co.uk/content/8/about-us.aspx](http://www.bristolballoonfiesta.co.uk/content/8/about-us.aspx)

Listen to Lin Marsh 'Hot Air Balloon' Song (in Earth, Sea and Sky' resource). Learn the Part 1 of the refrain: 'Wouldn't you like to go floating, high in a beautiful balloon? Drifting with ease, go where you please, High in your coloured balloon'. Think about how the first line of the refrain rises, just like a balloon. How should the song be sung? Loudly, **softly**, **smoothly**, detached?

Whole class discussion: what do we know about hot air balloons? How do they work? What sounds do they make? Are they loud or quiet? (baskets creak and thud, gas sounds, ropes moving, balloon material) Do they move quickly or slowly?



Watch videos of balloons taking off, encouraging children to listen to the sounds:

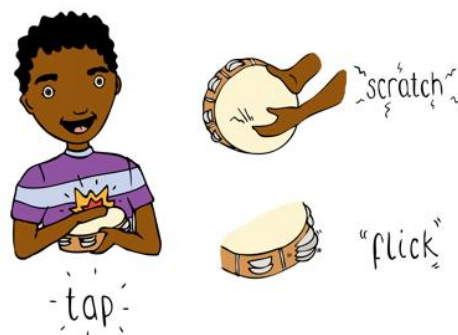
[www.youtube.com/watch?v=46Tgd5WJUUG](https://www.youtube.com/watch?v=46Tgd5WJUUG)

[www.youtube.com/watch?v=KJJymREcuJM](https://www.youtube.com/watch?v=KJJymREcuJM) (first few minutes only)

Ask children what materials are a hot air balloon made of? (fabric: nylon, wicker basket, metal). Have a selection of percussion instruments around the room. Each group discuss which part of the balloon is best represented by the sound of the instrument. Which instrumental sound best represents a part of the balloon e.g. basket, material, gas. If you were taking off in a hot air balloon what would you be able to hear? When providing answers, give children the option to describe a sound using words ("loud whooshing") or to make the sound with their voice/body. Teacher: record children's ideas by putting words on the board for groups to use as a "sound bank" later.

**Main activity:**

Create a whole class soundscape (a picture created by making sounds) of a hot air balloon taking off. Split children into groups of 5/6. Provide each group with one percussion instrument. Ask children to work as a group to discover as many different ways of producing a sound with the instrument that they can. This is called timbre – or the different sounds made by an instrument. Children pass an instrument around the circle and take turns demonstrating a different way of creating a sound on their instrument (e.g. tapping on table, scraping with finger nail). After a few minutes, ask some children from each group to demonstrate a sound that their friend made using the instrument in a way that surprised them. "Was this sound loud or quiet?" Introduce the musical terms forte (loud) and piano (quiet).



**Plenary: Whole class soundscape lead by teacher:**

Give out remaining instruments, with the children still in their groups. Ask each group to select a hot air balloon sound that they would like to make from the sound bank on the board. Teacher: be the conductor at the front of the class and use hand signals to start/stop each group and to control dynamics (forte and piano).

**Keywords / vocabulary:** Timbre, dynamics: forte (loud), piano (quiet), soundscape, conductor.

**Extension opportunities:** Give children opportunities to conduct each other and perform in their groups. Choose a child to conduct at the front of the class.

**Self-assessment opportunities:**

- I can change the way I play an instrument, learning and applying skills and techniques in order to produce different timbres.
- I can sing simple songs in a group, in tune and with expression.

**Resources:** Class set of percussion instruments. 'Hot Air Balloon' song – from Earth Sea and Sky Resource Lin Marsh.

**Opportunities for sharing work e.g. by recording, notation:** Record whole class soundscape to use as inspiration in later lessons.

**Music Assessment: Year 3/4 Air Lesson 1**

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 change the way I play an instrument, learning and applying skills and techniques in order to produce different timbres.</p> <p>I can sing simple songs in a group, in tune and with expression.</p>	

Notes: