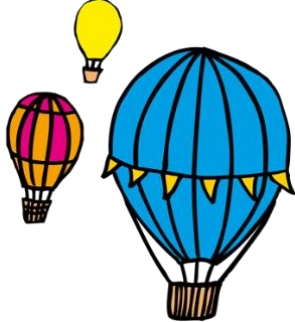



Music Lesson plan - Air

<p>Lesson 1 of 6</p>	<p>Focus: Year 5/6</p>
<p>Key Learning Objective:</p> <ul style="list-style-type: none"> To explore dynamics through singing and playing and link with aircraft. 	
<p>Inter related music dimensions covered: Dynamics, pitch, structure.</p>	
<p>Warm up /Starter activity: Listening to a range of aircraft taking off. www.youtube.com/watch?v=y3XMUBU6HLC aircraft carrier www.youtube.com/watch?v=-xjCMWKLcWQ helicopter www.youtube.com/watch?v=7ft50jx00Jw 747 plane From 21:00 www.youtube.com/watch?v=-9LCDSb1ahg Vulcan take off from 1:00 Making the sounds of aircraft with our voices. RECORD for evidence</p>  <p>Main activities: ACTIVITY ONE: DYNAMICS Hand out percussion – revise the rules of the instruments before doing so. Work on dynamics – “we need the sound to start from far away, pass over us, and then fly off into the distance”. Working as a class, one class member holds a picture or diagram of an aeroplane and walks from one end of the classroom to the other while the children provide the sounds of the engine/propeller/jet etc. with instruments and voices. RECORD</p> <p>ACTIVITY TWO: Learn the first verse of ‘<i>Those Magnificent Men in their Flying Machines</i>’ – on SingUp, use the Lyrics/Whiteboard option and rehearse the first verse. Check pronunciation, sound out harder words, then work on the pitch (high / low) differences on “up tiddle-ee up up” and “down-iddle-ee-own down”, checking the accuracy. Rehearse slowly if necessary. RECORD</p> <p>Plenary: Listen back to parts of all of the recorded activities. How well did we adopt and control the dynamics. Can we use the full music vocabulary to describe the effects we created (pianissimo - very quiet, piano - quiet, mezzo forte - moderately loud, crescendo - gradually getting louder, forte - loud, fortissimo - very loud, diminuendo gradually getting quieter). Set targets for the next rehearsal of the song.</p> 	
<p>Keywords / vocabulary: Floating, soaring, gliding, diving, swooping, whooshing, light, roaring, airy, rising, falling, booming, plus music vocabulary as above.</p>	
<p>Extension opportunities: Can the class sing the song using more than one dynamic, what are those dynamics? Take suggestions from the class and try.</p>	
<p>Self assessment opportunities: (I can..)</p> <ul style="list-style-type: none"> I can identify, describe and control a range of dynamics. I can pitch accurately and sing a song with control and expression. 	
<p>Resources: PowerPoint with pictures of aircraft included in pack.</p>	
<p>Opportunities for sharing work e.g. by recording, notation, (see above).</p>	

Music Assessment: Year 5/6 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 identify, describe and control a range of dynamics.</p> <p>I can pitch accurately and sing a song with control and expression.</p>	
<p>Notes:</p>		