



Music Lesson Plan topic - Air

<p>Lesson 4 of 6</p>	<p>Focus: Year 5/6</p>
<p>Key Learning Objective: To combine pitch, dynamics and tempo to create a composition.</p>	
<p>Inter related music dimensions covered: Tempo, pitch, dynamics, duration.</p>	
<p>Warm up /Starter activity: Listen to twenty seconds of each of the following pieces studied over the last three weeks. Ask pupils in pairs to form sentences to describe what they have heard in each using vocabulary learnt so far pitch (high/low), tempo (fast/slow), dynamics (loud/quiet). 20 seconds of ‘Flight of the Bumblebee’ www.youtube.com/watch?v=6QV1RGMLUKE (emphasising wandering pitch), 20 seconds of ‘aircraft’ www.youtube.com/watch?v=y3XMUBU6HLc (emphasising dynamic contrasts), 20 seconds of Troika www.youtube.com/watch?v=5QsRDpsltq0 (emphasising tempo changes).</p> <p>Main activities: ACTIVITY ONE COMPOSING: Introduce the Air Fiesta project. Split the children into five groups. Each group will be given a picture of an aircraft from the powerpoint, and they have to compose a short piece of music that describes the movement of the aircraft. Introduce the ‘I cans...’ (see below) for this project and check understanding. Discuss how short note values will make it seem as if the music is moving fast, and long notes (duration) can make it feel as if the music is slower.</p> <p>ACTIVITY TWO: Children work in groups to design their graphic score. Using instruments, see if they can reproduce the graphic score. (Emphasise that notes must be played cleanly and not overly swooping up and down/glissando). Short spotlight performances of 10-20 seconds at the end. Put away instruments, keep graphic scores safe RECORD/PHOTOGRAPH GRAPHIC SCORES</p> <p>Plenary: Sing through all of ‘Those Magnificent Men in their Flying Machines’ (Singup) RECORD</p>	
<p>Keywords / vocabulary: Tempo - speed, gradually speeding up/accelerando, gradually slowing down/rallentando, graphic score, notation, dynamics, loud/quiet, pitch, low/high.</p>	
<p>Extension opportunities: Those with experience of reading/writing music can use simple musical notation to extend their scores.</p>	
<p>Self-assessment opportunities:</p> <ul style="list-style-type: none"> • I can use pitch, tempo and dynamics to create a piece of music that describes the movement of an aircraft. • I can use symbols to notate a piece of music on a score which is designed to reflect changes in pitch, tempo and dynamics. 	
<p>Resources: A range of percussion including tuned percussion and melody instruments Aircraft powerpoint from lesson 1, sample graphic scores.</p>	
<p>Opportunities for sharing work e.g. by recording, notation of graphic scores.</p>	



Music Assessment: Year 5/6 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 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 pitch, tempo and dynamics to create a piece of music that describes the movement of an aircraft.</p> <p>I can use symbols to notate a piece of music on a score which is designed to reflect changes in pitch, tempo and dynamics.</p>	

Notes: