



Music Lesson Plan topic - Air

<p>Lesson 6 of 6</p>	<p>Focus: Year 5/6</p>
<p>Key Learning Objective:</p> <ul style="list-style-type: none"> To perform, evaluate and celebrate the composition created this term. 	
<p>Inter related music dimensions covered: Tempo, pitch, dynamics, duration, rhythm and notation.</p>	
<p>Warm up /Starter activity: Warm up our voices with aircraft sounds, going to the extremes of high and low register, working on dynamic contrasts. Perform <i>‘Those Magnificent Men in their Flying Machines’</i> as a class and RECORD.</p> <p>Main activity: PERFORMING / EVALUATION Each group rehearses their Air Fiesta piece, with the key words on the board displayed on the board behind them. Each group perform their piece whilst the rest of the class, as audience, individually write a sentence evaluation of each performance on a post-it. Divide the class into five so that each group has simultaneous feedback on their use of pitch, tempo, dynamics and structure. Evaluations must refer specifically to how the use of pitch / tempo / dynamics / structure contributed to creating the feeling of movement of the aircraft through the air. For example: group 1 perform, group 2 evaluate pitch, group 3 evaluate tempo, group 4 evaluate dynamics and group 5 evaluate structure. Rotate so that all the children have the opportunity to perform and comment on each of the above inter-related dimensions of music. Children stick ‘post its’ on larger sheets and you should allow time for each group to assimilate comments. RECORD/VIDEO.</p> <p>Plenary: Celebrating the achievements over the last six weeks. Listen to the recording of the first time of singing through <i>‘Those Magnificent Men in their Flying Machines’</i>. Compare and contrast with today’s performance. “What new things have we learned about music?”. Elicit pitch, dynamics, tempo.</p>	 
<p>Keywords / vocabulary: Tempo, speed, accelerando - gradually speeding up, rallentando - gradually slowing down. Dynamics, loud/quiet, pitch, low/high, graphic score.</p>	
<p>Extension opportunities: To describe composition as prose using musical vocabulary focussed on in this unit.</p>	
<p>Self-assessment opportunities:</p> <ul style="list-style-type: none"> I can evaluate a composition in terms of my ability to organise and manipulate ideas within a musical structure. I can understand and have explored how music is created, produced and communicated through the inter-related dimensions of music and appropriate musical notation. I can perform a song using my voice with accuracy, fluency, control and expression. 	
<p>Resources: Instruments, Aircraft PowerPoint, Graphic Scores.</p>	
<p>Opportunities for sharing work e.g. by recording, performing song and/or compositions to another class/in assembly/in a concert.</p>	

Music Assessment: Year 5/6 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 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 evaluate a composition in terms of my ability to organise and manipulate ideas within a musical structure.</p> <p>I can understand and have explored how music is created, produced and communicated through the inter-related dimensions of music and appropriate musical notation.</p> <p>I can perform a song using my voice with accuracy, fluency, control and expression.</p>	
<p>Notes:</p>		

