

# Sharp Lane Primary School

## Music Planning

Year group : 1      Teacher: Mrs P Brookes		Assessment – I can:	
Music Focus: Duration, timbre		I can use non-verbal methods to describe how music makes me feel – e.g. using face cards to describe music that makes me feel happy or sad	
Term: Summer 2 Date: June - July 2015		I can differentiate between long and short sounds I can write / draw patterns to represent long and short sounds I understand that different instruments produce different sounds I can use non-verbal methods to show my opinion e.g. thumbs up or down I can put my sounds together with someone else's	
	Emerging:	Achieving:	Exceeding:
Sessions 1-3	oliver	Rest of class	Brooke
Sessions 4-5			
	Music Lesson Objectives and Activities WALT:		Outcomes - Children:
	Resources / ICT / Keywords:		
Session 1 2.6.15	Identify that musical sounds can be long or short - Listen to Kangaroo from Carnival of the Animals – do you like the music, how does it make you feel, what animal do you think it is? discuss the music using terms such as fast / slow, high / low; draw pictures in air to represent short and long sounds and ask children to copy; Ask the class to listen carefully to the sounds you are about to make. Make a short beep, and then on the same note make a long beep. Repeat it a few times. Ask the class what the difference between the two sounds was. Encourage the use of the words 'short' and 'long'. Ask the children to find some of their own short sounds and long sounds using their voices. Share some of these with the class.	Children will recognise long and short sounds and make long and short sounds with their voices	Recording of Kangaroo
Session 2 9.6.15	Use an instrument to play sounds to the children, discuss the sound of the instrument in terms of long and short, ask children to physically show the length of the sound with their hands (close together or wide apart); Give each child an instrument, and ask them to explore the sounds they can make on them. Ask them to play one sound on their instrument and listen very carefully to the sound it makes. Was the sound a long sound or a short sound? Can you play the instrument	Children will be able to explore 'long and short sounds' on classroom instruments. Children will be able to explore and use instruments	Tuned instrument for demonstration  Instruments for class – 1 between 2

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	<p>differently to change the length of the sound? Give the children time to explore ways of making different length sounds on their instruments. Ask some the class to share their findings. Ask the class if individual instruments are better suited to make either a short or a long sound. Can some instruments do just one sound whilst others can do both?</p>	imaginatively.	
<p>Session 3 16.6.15  No PB</p>	<p>Use symbols to represent long and short sounds – ask children to think of a symbol that they could use to represent a short sound – think in pairs and write on white boards, share and choose one to use for the class, repeat with long sounds (may look like this _____ and _ ); Create a class sequence of 4 sounds (eg ____ – _____ _ ) and choose a vocal sound and perform as a class (ask the children to choose the sounds using those they came up with in Week 1); choose children to change the order of the sequence, but keep to 4 sounds, listen to class groups perform the sequences, (extension for top group – extend to 8 sound sequence or change the order without them having practised). Extension task - child plays solo, class to guess which one they performed</p>	<p>Children will be able to perform long and short sounds in response to symbols.</p>	<p>Whiteboards and pens</p>
<p>Session 4 23.6.15</p>	<p>How to use instruments to play a sequence of long and short sounds – recap the symbols that the class created in the previous session and notate a 4 sound sequence and model vocally; ask children to create their own long and short sequence using the 4 box grid and rehearse using vocal sounds / body percussion; model long and short sounds on chime bars (damping) and give children the opportunity to perform their sequences using chime bars, listen to as many perform as possible and record examples with photos of scores</p>	<p>Create their own sequence using symbols to represent sounds</p>	<p>4 box grid, pencils chime bars (1 set per pair)</p>
<p>Session 5 30.6.15  No PB</p>	<p>Show the class the pictures of the instruments one at a time (flute, violin and trumpet). Ask the class to name each instrument and mime how they are played. Then, for each instrument play a recording of the sound they make. Discuss what type of sounds each instrument makes. Now mix up the order - can the children tell which instrument is playing? Listen for long notes and short notes; next, listen to some recorded pieces, and see if the children can identify some of the instruments that are playing. First play 'The arrival of the queen of Sheeba'. What instrument can you hear? Are the notes mainly long or short? Is the music fast or slow? What makes it sound fast? Ask the children to indicate when they hear a change of instrument. Repeat for the other pieces of music. Ask further questions; How do long notes make the music sound? How does this piece of music make you feel? Children to record on</p>	<p>Children will be able to identify a variety of instruments from their sound. Children will know how a variety of instruments are played. Children will be able to talk about long and short sounds used in music.</p>	<p>Whiteboards Pictures of the following instruments: flute, trumpet, violin Recordings: Handel- The arrival of the Queen of Sheeba Bach - Air on a G String Greig- Peer Gynt</p>

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	whiteboards how each piece of music makes them feel by drawing a face showing their emotion, eg. smiling, sad, excited etc. Would the music sound the same played on a different instrument?		Suite: Morning Jeremiah Clarke - Trumpet Voluntary