

Lesson Plan Music Curriculum

YEAR	TERM	UNIT	UNIT AIM
2	3	Composing to Stimuli	Children develop compositional skills by exploring how different musical elements such as pitch and tempo can be used to evoke emotions, create atmosphere, and represent sound effects. Children begin to make deliberate musical choices to communicate ideas effectively.

Lesson No.	Lesson Objectives	Warm up/ Singing	Notation/Pitch/Pulse	Main Activity	Listening/performing	Notes
1	Be able to play an appropriate sound when shown a visual stimuli. Pick up on musical cues in a piece and discuss what kind of sound/ emotions it creates	Hello chant H E L L O This is how we say hello Can you clap to the beat can you move to the beat. Thread follows needle song Your thread	Soh mi la With hand signs Play through some 4 beat rhythm cards Crotchet Minim	Chn sit in a Circle with different instruments in the middle Chime bars Drum Claves Triangle Shaker Teacher presents different pictures and	Vivaldi Four seasons Winter Explain that this piece is about one of the four seasons Listen and discuss what season it could be	In this session the listening might come at the beginning The main activity is introducing the idea of different musical

		follows your needle needle your thread follows your needle just like this.... Shhhhh Cha cha cha Boom Ect...	Crotchet rest Quaver (ta, To-oo, sh, ti ti)	discusses with the students what each picture is showing. students take turns playing a sound they think goes with that picture <u>Pictures</u> Calming lake Rocket launch Storm Party Teacher should model this first Develop this by adding more than one student playing at a time once stn has found a good sound get them to repeat it and add another student		sounds being used to describe of represent things
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				Extension Students could choose a picture without showing the class and play something the students must guess which picture it was		
2/3	Be able to add given sound effects into a song and create their own sound effects that match a story	Hello song Joe in the button factory adding sound effects rather than actions in four groups	Soh mi la With hand signs Play through some 4 beat rhythm cards Crotchet Minim Crotchet rest Quaver (ta, To-oo, sh, ti ti)	'Wake up in the morning' song Wake up in the morning and the sunshines bright <i>(Students use tuned and untuned percussion to add sound effect)</i> x3 Wake up in the morning jumping out	Vivaldi Four seasons spring Explain that this piece is about one of the four seasons Listen and discuss what season it could be Extension explore movements for each piece how do you move differently for each piece?	This lesson uses warm ups that explore lots different sounds to support ideas for the main activity For the first lesson Chn add sound effects lasting 4

				of bed Wake up in the morning and I'm running down the stairs Wake up in the morning and I'm rushing to school	Extension Swap between each piece quickly and see how movement changes	counts for each verse In the second lesson using the same tune make a song about the night time Ex: In the nighttime I hear the creaky floorboard
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