

# MUSIC MADE SIMPLE

YEAR 1

IPC UNIT TITLE: **LIVE AND LET LIVE**

SPRING TERM (1) LESSON 1 2 3

CONTENT	TEACHING AND LEARNING
<b>Musical learning</b>	<ul style="list-style-type: none"> <li>perform an action or a sound (clapping, stamping, etc.) on the steady beat whilst singing/chanting</li> <li>imitate a rhythm pattern on an instrument</li> </ul>
<b>Resources</b>	(a) Untuned percussion (b) Sing Up: <b>FEEDING TIME</b> (c) PowerPoint slide: <b>ANIMAL ACTIONS</b>
<b>Introduction/ warm up</b>	<p><b>STAMP! CLAP! COPY-CAT!</b> A warm-up body percussion echo game using the <b><u>backing track</u></b> of <b>FEEDING TIME</b> (Sing Up)</p> <p>Leader performs 4 actions to the beat e.g. <i>clapping hands</i>; children copy. Continue the pattern to the music without a break using e.g. <i>stamping feet, patting knees, tapping shoulders/head etc.</i></p> <p>In addition to focus-building, this activity introduces the melody of the song to be learnt next week.</p>
<b>Main part of the lesson to include some aspects of:</b>  <b>Singing</b>  <b>Composing</b>  <b>Performing</b>  <b>Listening</b>  <b>Appraising</b>	<ol style="list-style-type: none"> <li>1) Practise the actions in the <b>ANIMAL ACTIONS</b> rap (words on page 2; a PowerPoint slide is also available)</li> <li>2) Chant the rap, maintaining the ‘stepping’ beat pattern. Invite children to echo the ‘animal’ lines with the actions: some may be able to keep the walking beat, too.</li> <li>3) Listen to the performance track of <b>FEEDING TIME</b> (Sing Up), inviting children to join in with the actions and sounds</li> <li>4) Listen again, inviting children to join in with the song.</li> <li>5) Invite 4 children to each choose a percussion instrument to accompany <u>one</u> of the song’s actions/sounds: <b>stamp, screech, roar, snap</b></li> </ol>
<b>Ideas for revisiting musical activities during the week:</b>	<ul style="list-style-type: none"> <li>Reprise the warm-up activity with different actions: include children’s ideas</li> <li>Practise <b>ANIMAL ACTIONS</b> encouraging children to keep the beat as well as echoing the words/actions</li> <li>Practise <b>FEEDING TIME</b> (Sing Up) choosing different instruments for <b>stamp, screech, roar, snap</b></li> </ul>

## ANIMAL ACTIONS - RAP

- Invite children to copy each chanted 'animal' line adding the actions.
- Keep a steady walking beat. If you have another adult in the room, ask them to play a drum or tambourine (underlined syllables give the beat).
- Once the rap is familiar, encourage children to perform without echoing.

### Leader:

We know lots of animals, yes we do  
Some on the farm and some in the zoo!  
Some in the countryside, living free  
And pets at home, with you and me!

### Leader with animal lines echoed by children

We know lots of animals, yes we do  
We can do the moves and we're gonna show you:  
Morris the moose (waggle fingers on head for antlers)  
Gertie the goose (finger and thumb for an opening beak)  
Benjie the bat (link thumbs and waggle fingers)  
And Clarrie the cat (curved fingers for claws)

### Leader:

We know lots of animals, yes we do  
Some on the farm and some in the zoo!  
Some in the countryside, living free  
And pets at home, with you and me!

### Leader with animal lines echoed by children

We know lots of animals, yes we do  
We can do the moves and we're gonna show you:  
Sidney the snail (index finger makes a spiral)  
Wally the whale (fingers make a water-spout)  
Bessy the bear (hold up big 'paws')  
And Hoppy the hare (bunny hops)

### Leader:

We know lots of animals, yes we do  
Some on the farm and some in the zoo!  
Some in the countryside, living free  
And pets at home, with you and me!