

MUSIC MADE SIMPLE

YEAR 3 IPC UNIT TITLE: DIFFERENT PLACES – SIMILAR LIVES SUMMER TERM (1) LESSON 1 2 3

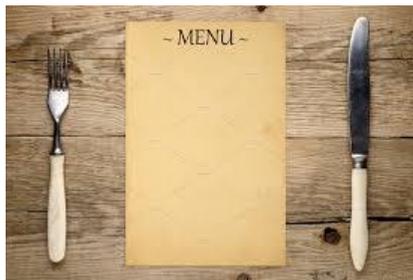
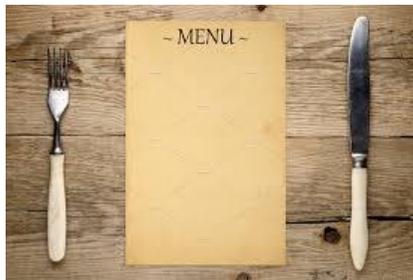
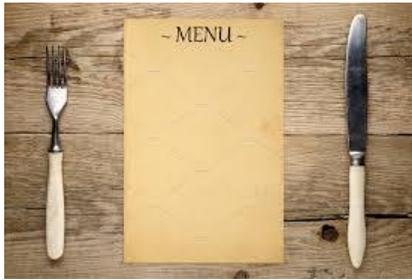
MUSIC SCHEME FOCUS: FOOD AROUND THE WORLD

CONTENT	TEACHING AND LEARNING
Musical learning	<ul style="list-style-type: none"> • sing songs with a cumulative structure • compose music that has a recognisable structure • play using symbols including graphic notation
Resources	(a) Sing Up website: MENU SONG; CHOCOLATE MOLINILLO (b) PowerPoint slide: SPUD RAP and WHAT'S ON THE MENU? (c) WHAT'S ON THE MENU? blank score sheets (d) Untuned percussion
Introduction/ warm up	SPUD RAP a simple rhythmic chant about all the ways in which to enjoy potatoes. Follow the actions on page 2, or invite pupils to invent their own.
Main part of the lesson to include some aspects of: <i>Singing</i> <i>Composing</i> <i>Performing</i> <i>Listening</i> <i>Appraising</i>	1) Sing the MENU SONG (Sing Up). This is a simple cumulative song based on repetition, making it easy and quick to learn. 2) Establish what a menu is and show an example. Play WHAT'S ON THE MENU? (mp3) to demonstrate the pattern i.e. The leader asks each child in turn: 'What's on the menu?' in a rhythmic speech pattern - each child replies rhythmically, beginning their answer with 'It's a/an/some...' e.g. Leader (call): What's on the menu? Child (response): It's a pizza 3) Now ask each child to say their menu choice while clapping the rhythm of the words. 4) Transfer the clapping pattern to percussion instruments: begin with the leader playing the rhythm of the question 'What's on the menu?' on a tambourine. (Some children may be able to play their answers without saying them.) 5) Display the model PowerPoint score WHAT'S ON THE MENU? inviting pupils to play all the 'responses'. Give out score sheets and ask them to work in pairs to draw in their menu choices. The leader's question is shown by the menu image. 6) Invite each pair to play their score. Player 1 playing the four 'questions' as rhythms ; their partner playing the four 'responses'
Ideas for revisiting in the week:	Reprise the MENU SONG and encourage pupils to substitute their own meals, perhaps reflecting world foods. Encourage pupils to play each other's WHAT'S ON THE MENU scores

SPUD RAP

Pick a potato; pick a spud	Mime picking up a potato
How will you cook this lovely grub?	Wag index fingers
Bake it for its crunchy skin?	Hands open and close like chewing jaws
Then stir grated Cheddar in!	Stirring action
Chips are tasty - just a few!	One hand is the bag; the other dips for chips
Slice some spuds on top of stew.	One hands chops on the other palm
Grate them for potato cakes,	Hold one hand vertically; other knuckles grating up and down
They're the sort my Granny makes!	Hold frying pan handle; other hand flips cakes over
Boil them up for creamy mash	One hand held flat, the other fist mashes
Add some butter - just a dash!	Mime scooping a spoon and flick the butter off
Sunday lunch will be a roast	Rub tums hungrily
That's the way I like them most!	'Triumph' fists in the air
Pick a potato; pick a spud,	Mime picking up a potato
How will you cook this lovely grub?	Wag index fingers

What's on the menu? Score sheet

What's on the menu? Score sheet for pupils