

MUSIC MADE SIMPLE

YEAR 3 IPC UNIT TITLE: **SAVING THE WORLD** SUMMER TERM (2) LESSON **1 2 3**

CONTENT	TEACHING AND LEARNING
Musical learning	<ul style="list-style-type: none"> • improvising repeated patterns • demonstrate an awareness of character or style in performance • combine vocal sounds with narrative
Resources	<p>(a) PowerPoint: RAINFOREST; TIGER, TIGER</p> <p>(b) Sing Up: FIVE LITTLE SPECKLED FROGS and MY BONNIE LIES OVER THE OCEAN <u>backing track only</u></p> <p>(c) Untuned percussion including a ‘frog’</p>
Introduction/ warm up	<p>FIVE LITTLE RED-EYED FROGS (PowerPoint slide) an adaptation of the famous ‘Five little speckled frogs’ (word on page 2) to feature a real froggy inhabitant of the rainforest. Sing to FIVE LITTLE SPECKLED FROGS <u>backing track</u> (Sing Up). Invite a pupil to play the frog percussion instrument for ‘yum, yum and ‘glub, glub’</p>
<p>Main part of the lesson to include some aspects of:</p> <p>Singing</p> <p>Composing</p> <p>Performing</p> <p>Listening</p> <p>Appraising</p>	<p>1) Ensure that pupils understand the term ‘<i>lianas</i>’: display the words for RAINFOREST and sing to the backing track of MY BONNIE LIES OVER THE OCEAN (Sing Up)</p> <p>2) Encourage pupils to think of other rainforest flora and fauna to make new fourth lines e.g. <i>Scorpions cover the ground; snakes wriggle over the ground....</i></p> <p>3) Talk about the varied habitats of tigers, and that they also inhabit rainforests. Display the words of TIGER, TIGER (PowerPoint). Read the rap together with the leader providing a strong tambour pulse/beat (tiger’s footsteps) to keep everyone in time. Do pupils recognise the verse and chorus pattern?</p> <p>4) Divide into 4 groups. Ask 3 groups to each take on one of the ‘prey’ verses and to speak the part using appropriate vocal effects (timbre). Some members of the group should improvise patterns on untuned percussion to show the creature’s ‘character’ e.g. snappy woodblock for the croc.... fluttery shakers or bells for the butterfly. The fifth group is to speak the tiger’s part – he has the most to say. Ask the tiger group to think about the most appropriate way to deliver his lines.</p>
Ideas for revisiting in the week	<p>Swap roles in the rap and encourage pupils to explore other percussion to represent the animals. Invite children to add other creatures’ verses to TIGER, TIGER ... parrot? Tarzan?</p> <p>Try out pupils’ ideas for new lines in RAINFOREST</p>

FIVE LITTLE RED-EYED FROGS (all references are true to Rainforest habitats)

Five little red-eyed frogs
Sat on a Kapoc log
Eating some crickets, flies and moths: yum, yum!
One saw a Coral Snake
Swimming across the lake
Then there were just four red-eyed frogs: glub, glub!

Four little...

Three...

Two little ...

One little ...

RAINFOREST sung to the familiar tune: My Bonnie lies over the ocean

The rainforest's full of excitement
The rainforest's full of new sounds!
Each tree is as tall as a giant
Lianas* hang down to the ground! (**vines or creepers*)

We're exploring
To learn out how the creatures and plants survive!
We're exploring
We'll see how they all stay alive!