

CONTENT	TEACHING AND LEARNING
Musical learning	<ul style="list-style-type: none"> • follow simple signals: stop/start • use graphic symbols to portray the sounds they have made
Resources	<p>(a) mp3 recordings: FIRE! FIRE! and THE GREAT FIRE OF LONDON</p> <p>(b) untuned percussion</p> <p>(c) sound-makers for crackling flames e.g. flapping envelopes, chocolate box/biscuit tin liners etc.</p> <p>(d) A4 paper folded into 4, plus felt pens</p>
Introduction/ warm up	FIRE! FIRE! Try saying the chant as children perform the clapping pattern.
<p>Main part of the lesson to include some aspects of:</p> <p><i>Singing</i></p> <p><i>Composing</i></p> <p><i>Performing</i></p> <p><i>Listening</i></p> <p><i>Appraising</i></p>	<p>(1) Listen to the mp3 recording of THE GREAT FIRE OF LONDON and encourage pupils to echo the short sung lines ... some children may be able to sing and perform the actions at the same time, copying the leader.</p> <p>(2) Talk about the sound of flames burning.... tiny quiet flames that gradually turn into a loud raging, crackling fire. Make a fire composition with body percussion, invite children to copy you:</p> <p>A: (very quiet) finger taps into the other palm</p> <p>B: (quiet) palms rubbed together</p> <p>C: (louder) one hand clapped on the other</p> <p>D: (very loud) slapping thighs and drumming feet on the floor</p> <p>Now try with a child leading.</p> <p>(3) Encourage a small group of children to transfer the body sounds to untuned percussion/sound-makers, but still controlling and differentiating the four levels of sound. Try with other groups.</p> <p>(4) Invite children to make a graphic score by drawing symbols or images of their music-making pieces. Fold the A4 sheets into four rectangles for each of the 'levels' of volume (dynamics).</p>
Ideas for revisiting in the week	Encourage children to make up their own clapping patterns for FIRE! FIRE!