

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"> compose actions to go with songs compose words to go with a song play using symbols including graphic and/or simple traditional notation
Resources	(a) PowerPoint: FIVE LITTLE RED-EYED FROGS (b) PowerPoint: RAINFOREST GRASSES SCORE (c) Sing Up: FIVE LITTLE SPECKLED FROGS <u>backing track only</u> (d) mp3: GO BANANAS! (e) unconventional sound-makers: carrier bags (rustling) and big envelopes(flapping) (f) untuned percussion (no bells)
Introduction/ warm up	Sing FIVE LITTLE RED-EYED FROGS (PowerPoint slide) 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' and divide the class into 5 groups, allocating a verse to each.
Main part of the lesson to include some aspects of: Singing Composing Performing Listening Appraising	1) Display the words for GO BANANAS (a rainforest crop) and talk through the prompts for each line, encouraging pupils to show you their ideas for appropriate actions. 'Go bananas!' is a command to perform a totally loopy on-the-spot dance! 2) Listen to the GO BANANAS mp3 recording, joining in (the repeated 3-note tune is very simple) and adding actions. Repeat until everyone is familiar with the song. Next take the template of this song and create a new version about chocolate (another rainforest crop). Begin with: <i>(Say) Chocoholics of the world unite (Draw a huge bar in the air)</i> <i>(Sing) Dream of chocolate; dream, dream of chocolate</i> Shop for chocolate; shop, shop for chocolate Pay for chocolate; pay, pay for chocolate.... Ask pupils to invent three more actions to form a sequence, before ending with: Eat the chocolate; eat, eat the chocolate!Don't forget to add actions! 3) Display the PowerPoint RAINFOREST GRASSES SCORE , explaining that this is a piece of music (a score) made up of different shapes and colours of grasses. Ask 6 children to each collect a specific instrument or sound-maker (including carrier bags and envelopes) from the percussion mat (no bells) to provide these sounds: <i>Flapping sound (envelope); wooden sound; scratchy sound; rustling sound (carrier bag); shaking sound; hollow sound.</i> Leader uses a 'pointer' to slowly move left to right over the score. As the pointer passes over each symbol, any pupil who thinks that their instrument or sound-maker can produce this sound, improvises. Talk about instruments that can produce more than one category e.g. a woodblock makes a wooden sound, but it's also hollow ... can pupils offer more examples? Swap players and try performing the piece again
Ideas for revisiting in the week:	Listen to pupils' EAT CHOCOLATE songs...do ideas work sequentially? Remind pupils that their 'verse' also provides instructions, beginning with 'powerful verbs' (link to Literacy work.) Encourage more interpretations of the RAINFOREST GRASSES score.

GO BANANAS! An echo action rap with a small range of notes

(Spoken) Bananas of the world unite! Bananas of the world unite! (Raise hands and clasp above head)

(Sung) Pick bananas; pick, pick bananas

Peel bananas; peel, peel bananas

Chop bananas; chop, chop bananas

Mash bananas; mash, mash bananas

Blend bananas; blend, blend bananas

Pour bananas; pour, pour bananas

Drink bananas; drink, drink bananas

GO bananas; go, go bananas! ...

(Spoken) Bananas of the world unite! Bananas of the world unite! (Raise hands and clasp above head)