

MUSIC MADE SIMPLE

YEAR 1 IPC UNIT TITLE: **LIVE AND LET LIVE** SPRING TERM (1) LESSON 1 2 3

CONTENT	TEACHING AND LEARNING
Musical learning	<ul style="list-style-type: none"> • use graphics/symbols to portray the sounds they have made • recognise and respond through movement /dance to the different musical characteristics and moods of music
Resources	(a) Untuned percussion: (b) Sing Up: THERE'S A SPIDER ON THE FLOOR (c) Books: BOBBY SHAFTOE CLAP YOUR HANDS; LET'S GO SHOOLIE-SHOO (Collins)
Introduction/ warm up	STAMP, CLAP, COPY-CAT! This week, invite a child to lead the warm-up!
Main part of the lesson to include some aspects of: Singing Composing Performing Listening Appraising	1) Perform THERE'S A SPIDER ON THE FLOOR (Sing Up) with children's choices of 'tickly' spider sounds played on percussion. 2) Sing THERE'S A TINY CATERPILLAR ON A LEAF from BOBBY SHAFTOE CLAP YOUR HANDS , adding the actions. This song complements Eric Carle's story of 'The Very Hungry Caterpillar' 3) Encourage children to add 4 different percussion sounds for the four actions: wriggle, munch, spin and fly 4) Print off copies of the score template showing the caterpillar's life-cycle (page 2). Ask children to work in pairs to draw their own symbols to represent the different percussive sounds that they have chosen. Encourage each pair to play their piece to the class.
Ideas for revisiting musical activities during the week:	THERE'S A SPIDER ON THE FLOOR , work with the children to compose two new verses that begin: <i>There's a spider on the wall, on the wall....</i> <i>There's a spider on my knee, on my knee.....'</i> inventing new rhyming lines to complete each verse. Listen to THE GRASSHOPPER'S DANCE from LET'S GO SHOOLIE-SHOO (Collins) and encourage children to invent their own grasshopper dances. This book offers a wide range of integrated activities focusing on this orchestral piece.

The very hungry caterpillar score

			