

# MUSIC MADE SIMPLE

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

CONTENT	TEACHING AND LEARNING
<b>Musical learning</b>	<ul style="list-style-type: none"> <li>listen to their own compositions and use musical language to describe what happens in them</li> </ul>
<b>Resources</b>	(a) PowerPoint: <b>FIVE LITTLE RED-EYED FROGS</b> (b) PowerPoint: <b>RAINFOREST GRASSES SCORE</b> (c) Sing Up: <b>FIVE LITTLE SPECKLED FROGS <u>backing track only</u></b> (d) mp3: <b>GO BANANAS!</b> (e) unconventional sound-makers: carrier bags and big (used) envelopes (f) untuned percussion (but not bells) (g) precut grass blades for making scores (see below) (h) WWW and EBI to critique
<b>Introduction/ warm up</b>	Sing <b>FIVE LITTLE RED-EYED FROGS</b> without the backing track. Invite 5 soloists to sing each verse with everyone else (plus the frog instrument) joining in with 'yum, yum' and 'glub, glub'. Encourage children to make up new 'accidents' for the remaining frogs. (One ate a weevil snack, crawling along a track ....)
<b>Main part of the lesson to include some aspects of:</b>  <b>Singing</b>  <b>Composing</b>  <b>Performing</b>  <b>Listening</b>  <b>Appraising</b>	(1) Ask every pupil to select an instrument (no bells), a carrier bag or envelope. Revisit the PowerPoint slide: <b>RAINFOREST GRASSES SCORE</b> and ask everyone to participate in this performance.  2) Talk with pupils about the sounds that were played. Which instruments/sound-makers make insect sounds or swishing grass sounds? Could they hear any other rainforest sounds within the piece e.g. raindrops? Why do they think that bells were excluded from the musical landscape? Was there a mixture of loud and quiet sounds – would that happen in a rainforest?  3) Divide the class into 6s (still keeping their instruments with them) and show the <b>RAINFOREST</b> composing kits (see page 2). Explain that groups are to use the symbols to make rainforest scores and to try them out with their instruments. Appoint a conductor for each group.  4) Listen to each performance and use <b>WWW/EBI</b> for peer critique
<b>Ideas for revisiting in the week:</b>	Record pupils' rainforest pieces on an iPad and photograph their scores. Make a rolling PowerPoint display of the scores as a backdrop to a <b>RAINFOREST</b> assembly, with performances of newly learnt songs (plus <b>EAT CHOCOLATE</b> ) and pupils' rainforest compositions.

## RAINFOREST COMPOSING KITS

This preparation takes a little time but will produce some very interesting music-making.

Print of each of the sheets in the composing kit folder in the appropriate colour as instructed. Cut each sheet in half widthways and then grass blade shapes (see below) so that each 'blade' has the 'sound quality' word along the bottom edge.

Provide groups with a piece of white A4 paper and a selection of blade colours and ask them to experiment in placing the blades in different arrangements to achieve the best sound sequence.

The pupils' scores are played just like the PowerPoint example, so one group member should act as conductor and slide the 'pointer' across the music, while the others play. Swap roles to ensure that every group member participates.

### A Rainforest score example



Once pupils are happy with their score, the blades can be glued down