



EYFS/KS1

# Structuring the spring music

Create a spring themed piece of music

## Learning Objectives

- To understand that pictures can be used to represent sounds (U2);
- To control sounds (P2).

## Learning Outcome

- All pupils will be able to play an instrument as part of a class piece.
- Most pupils will play the instrument with increasing control.
- Some pupils will have progressed further and will play their instrument with control and awareness of what suits the piece.

## Lesson Activities

- Teach the pupils the song Five Little Speckled Frogs, keep the pulse steady by using an untuned percussion instrument. You might find [this video](#) useful if you want to learn the song.
- Go through spring pictures and the sounds picked in the previous lesson. Compose a piece of spring music that draws on these sounds and connects them together in a simple way. Discuss with the pupils how they want it to sound. Is spring a happy time? How does it make them feel? Talk about ways of starting the piece and ending so they all know when to come in and when to stop, and how they know when to play.

## Extension Activities

Encourage the pupils to be flexible in their thinking about the structure of the piece. Try and come up with a couple of different ways to start and finish the piece. Play each version, and compare and contrast them. Which do they like best? Why?

## Assessment

Can they select appropriate sounds and use the correct vocabulary to explain their choices? Are the pupils able to consider how the structure of the music might effect the impact that it has on an audience? Can they express an opinion about which structure is more effective and why?



# Stone Age Notation

To create 4 beat rhythms whilst maintaining a steady pulse.

## Learning Objectives

- Sing in tune with expression and awareness of meaning (P4);
- Compose and play simple rhythmic patterns (C3)

## Learning Outcome

- All pupils will be able to maintain a pulse throughout a song
- Most pupils will be able to copy a simple 4 beat rhythm and play this on untuned percussion instruments; be able to play a rhythm using pictures as a cue
- Some pupils will have progressed further and will: be able to hear a rhythm and sequence pictures accordingly as a way of notating the rhythm.

## Lesson Activities

- Recap the song [We Will Rock You \(Stone Age Version\)](#) learnt in the previous lesson.
- Accompany the song on untuned percussion instruments, recreating the body percussion pattern stamp, stamp, clap.
- Recap the berry and nut rhythm work from previous lesson. Begin by clapping rhythms for the children to copy, with the words spoken initially. Then show the children different sequences of the berry and nut pictures for them to play the rhythm. Then play a rhythm and see if children can correctly sequence the pictures.
- The children will be working in pairs for the following activity. Give each pair a set of 4 berry and 4 nut pictures. 1 of the pair must play a rhythm which lasts 4 beats and their partner must sequence the pictures. Swap over roles. If children are struggling sequence the pictures first, then play the rhythm. Choose different pairs to demonstrate their rhythms to the class.
- Bring the whole class together and introduce rhythmic stick notation for the words berry and nut, reminding the children that with berry the beat has been split in half and there are two quicker claps. [Click here to download](#)

## Extension Activities

Rhythm quiz, draw several rhythms on the board, play the rhythms in a random order and ask the children to identify which rhythm is being clapped?

## Assessment

Can the children clap a rhythm accurately they have heard? Can they use pictures as a way of notating? Can they follow standard rhythmic notation?