

EYFS/KS1

[LMT Curriculum – Year 2, Unit 5, Lesson 4]

The jungle score

Pupils will follow symbols on a grid to create a piece of music.

Learning Objectives










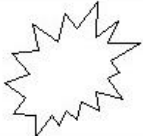
- To understand that symbols can be used to represent specific sounds (U3);
- To understand that different sounds suit different moods (U3);
- To select, organise and order sounds (P3).

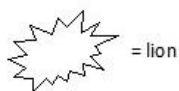
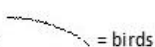
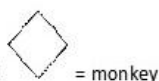
Learning Outcome

- All pupils will follow symbols on the grid and play at the appropriate time.
- Most pupils will select appropriate sounds for the piece and play following the symbols.
- Some pupils will have progressed further and will suggest which instruments to play and the order to play them in; they will understand that the way the sounds are played creates different moods.

Lesson Activities

- Revise the 'Fishing Game' from the first lesson in this unit (see lesson plans for w/c 1st June).
- Revise the sounds of the jungle from the previous lesson, picking out 3 or 4 of the sounds. Show the children the grid and explain that each row is one of the sounds and that we are going to put a symbol in each box when that sound is to be played:



- Practise the sound for each symbol in turn before beginning to build the piece up. Conduct the piece by pointing along the top of the grid, make sure that the pupils understand that all symbols in each column are played at the same time. Ask pupils to take turns in conducting the class; they control how long each column is played for. Remind pupils to think about dynamics and tempo.



Extension Activities

Allow different children to take turns to create a new piece by altering where symbols are on grid and then conducting the class.

Assessment

Can children recognise which symbol represents the sound they are playing? Are they able to follow the score? Can they organise the sounds within the grid?

KS2

[LMT Curriculum – Year 4, Unit 5, Lesson 1]

On top of spaghetti

Pupils will learn the song 'On Top of Spaghetti' and count in a pulse of three. They will compose rhythms in 3/4 time.

Learning Objectives

- Sing in tune with expression and awareness of meaning (P4);
- Compose and record rhythms in a basic 3/4 time using a grid (C5).

Learning Outcome

- All pupils will clap and play in 3/4 time.
- Most pupils will clap and play in 3/4 time in groups using two different instruments.
- Some pupils will have progressed further and will clap and play in 3/4 time in groups using two different instruments and record the rhythm on a grid.

Lesson Activities

- Listen to the song '[On Top of Spaghetti](#)'.
- The lyrics are:

On top of spaghetti,
All covered in cheese,
There sat my poor meatball,
'Til somebody sneezed.

It rolled off the table,
And onto the floor,
And then my poor meatball,
Rolled out of the door.

It rolled in the garden,
And under a bush,
And then my poor meatball,
Was nothing but mush.

- Discuss the story in the song and remind pupils that they need to sing with expression to help their audience understand what happens. Do some mouth-stretching warm-ups using vowel sounds and exaggerated lip movements - pull faces! Teach the song.
- Play the song again and ask pupils to tap quietly along with the pulse (counting in threes). Can they identify how the pulse is grouped? Rehearse emphasising the first beat - 1, 2, 3, 1, 2, 3, 1, 2, 3. To make this even clearer, invite a small group to play only the first beat on claves, with the remainder of the class clapping all three beats. Draw a rhythm grid with some rhythm patterns:

daves			rest	dap	clap	daves	clap	dap
clap	clap	dap	rest	dap	clap	dap	clap	dap

- Challenge pupils to clap the pattern together at first, then split them into two groups - half playing the first beat only, half clapping all the beats (except the rest). Experiment with using different combinations of instruments and clapping.
- Provide a mixture of untuned instruments and blank grids for groups of pupils to use to create their own 3/4 rhythm patterns. Encourage the more able to include rests. Pause now and again for pupils to listen to and improve patterns. Decide how



many bars (sets of three beats) each group is going to have, and then perform them end-to-end as a whole, longer pattern. Check the pulse is maintained throughout.

Extension Activities

The longer pattern could be played along with the song as an accompaniment.

Assessment

Listen carefully to the groups when singing. Are they following the contours of the melody? Are the 3/4 patterns performed steadily when joined with another groups'? Have pupils recorded their patterns accurately?