

EYFS/KS1

[LMT Curriculum – Year 2, Unit 6, Lesson 2]

Exploring the planets

Pupils will create a rhythmic ostinato to be used in their own planet composition.

Learning Objectives

- To compose and play simple rhythmic patterns on groups (C3);
- To suggest how sounds should be played and discuss the effect achieved (P3).

Learning Outcome

- All pupils will be able to play a simple rhythm as part of the group with some support.
- Most pupils will be able to create a short rhythmic ostinato to play and discuss how this creates a particular feeling.
- Some pupils will have progressed further and will be able to notate the rhythm.

Lesson Activities

- Play the Human Bar Game Have four children create different rhythms for the class to clap.
- Ensure that pupils understand that crotchets represent one beat in a box and quavers are half that. To demonstrate further, place four hoops in a line on the floor and ask a pupil to stand in each one. Clap the rhythm represented:

One	Two	Three	Four
Clap	Clap	Clap	Clap

- Now experiment with taking away one of the pupils - clap the rhythm:

One	Two	Three	Four
Clap	Clap	<i>rest</i>	Clap

- The empty grid box is a 'rest' - pupils could decide on a silent action to represent this. Challenge the class to clap the rhythm when a pupil stands in one of the hoops, but with their arms both pointing upwards above their head - these are quavers (two notes in one grid box).

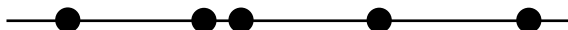
One	Two	Three	Four
Clap	Clap Clap	Clap	Clap

- Continue until pupils are confident in clapping crotchets and quaver shown in this way.

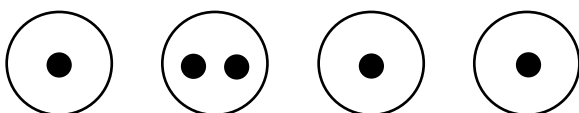
- Listen to a short section of Mars (see previous lesson). Identify the repeated rhythm (ostinato) played at the beginning of the piece.
- Split the children into small groups and give them a few minutes to think of their own fantasy planet and what the mood of that planet will be. They can always brainstorm their ideas and start noting down some of the features of the planet and how they may create these musically.
- Once the children have created their planet give each group a selection of untuned percussion instruments that they can strike with a beater: drums, claves and woodblocks work particularly well. Ask pupils to create their own rhythmic ostinato for their planet. Listen to one group's ostinato and discuss how we would write this on a single line. For example, the following rhythm...

One	Two	Three	Four
I	I I	I	I
Clap	Clap Clap	Clap	Clap

...could be written as:



or:



using the idea of the 'human bar' from earlier.

- Ask each group to write down their rhythm.

Extension Activities

- Ask pupils to imagine what other sounds could be added to this rhythmic ostinato? What sounds would vary well with it?

Assessment

Can they play a rhythm as part of the group? Are they able to notate their rhythm on a single line? Is their ostinato suitable for the type of mood they are trying to create?



KS2

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

Worm effects

Pupils will revise the Worm Song and use instruments to create sound effects for performance.

Learning Objectives

- Discuss and implement improvements to performance with reference to musical vocabulary (P5);
- Understand how sounds combine and create different effects, moods and feelings (UR5).

Learning Outcome

- All pupils will use sounds to illustrate a performance.
- Most pupils will understand how sounds effects contribute to a performance.
- Some pupils will have progressed further and will understand and experiment with how sound effects contribute to a performance.

Lesson Activities

- Sing the following words to the tune of 'Twinkle, Twinkle Little Star':
*Raspberries, bananas too,
Peaches ripe for me and you.
Blend them with a little milk,
Make a smoothie cool as silk.
Think of more fruit that you know,
Make your own song off you go.*
- Encourage pupils to create their own verses using other fruit.
- Review the [Worm Song](#) from the previous session, display the lyrics and remind the class about adding musical sounds effects to enhance the performance. Allow time for groups to explore as wide a range of instruments as possible, including 'found sounds' (plastic bags, gravel in a sieve, water in a bowl, etc.). Allocate specific lyrics to each group and ask them to rehearse singing their part of the song incorporating their chosen sound effect. Share some of the suggestions, encouraging pupils to experiment with mixing different sounds together to achieve the best effect. Remind pupils to think about the dynamics and tempo, particularly those pupils who are acting as conductor/director.
- Gather the class together and rehearse the complete performance.

Extension Activities

Film or record the performance and listen to the performance to identify strengths and areas for improvement.

Assessment

Can pupils control dynamics and tempo? Are all pupils watching and responding to the director? Can they explain how to improve their own performance?