



EYFS/KS1

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

A jungle composition

Pupils will use percussion instruments to represent animals and use them to compose a class piece of music.

Learning Objectives

- To compose and play simple rhythmic patterns in groups (C3);
- To select, organise and order sounds to perform. (P3);
- To practise, control and refine performances in groups and as a class (P3).

Learning Outcome

- All pupils will play a simple pattern on an untuned percussion instrument as part of a group.
- Most pupils will compose a short rhythmic pattern to be played as part of a group; select sounds to perform and play untuned percussion instruments with control.
- Some pupils will have progressed further and will compose a short rhythmic pattern; organise the sounds to be played and suggest how they can refine their performance.

Lesson Activities

- Play the 'What's that Sound?' listening game. Ask all the pupils to sit in a circle facing outwards. In the middle of the circle place a selection of different percussion instruments. Make sure that you have a variety of sounds. Pupils close their eyes and one pupil is selected to go into the middle of the circle and play one of the instruments. The remainder of the class have to guess which instrument they heard. The pupil who guesses correctly goes into the middle. As the pupils gain in confidence recognising the types of sounds or instruments the pupil in the middle can play two or more sounds.
- Recap Down in the Jungle from the previous lesson. Ask the pupils to sing and accompany the song with percussion instruments.
- Pick four jungle animals and draw each one on a small whiteboard. For each animal, discuss as a class which instruments could be used for that animal and how it would be played. Divide the class into four groups, allocating each group an animal. Give the pupils a few moments to rehearse different sounds in their groups.
- Decide, as a class, how to bring the piece of music together. Think about, and experiment with, different ways of starting and finishing the piece of music. Pupils can play when their picture is pointed to. Talk about whether there is going to be a single group or multiple groups playing at any one time. Refine the piece by encouraging the pupils to suggest ways each group can perform. Can each group compose a short rhythm they can repeat to give the piece more structure, will it be played loudly or quietly, fast or slow etc?



Extension Activities

In the music area have post cards for the children to draw animals on and a selection of instruments. Can they compose a piece of music by arranging the cards and choosing the instruments individually or in pairs?

Assessment

Can the children select an appropriate instrument? Can they suggest ways to play it? Can they compose and play a short rhythmic pattern?



KS2

[LMT Curriculum – Year 3, Unit 5, Lesson 2]

Food Glorious Food

Learn the song *Food Glorious Food* and copy rhythmic phrases from the song.

Learning Objectives

- Sing in tune with expression (P4)
- Perform simple parts with expression and awareness of rhythm (P4)

Learning Outcome

- All pupils will: sing in tune.
- Most pupils will: sing in tune with expression.
- Some pupils will have progressed further and will: sing in tune with expression and will be able to accurately clap rhythms from the song.

Lesson Activities

- Show the children the film clip of [Food Glorious Food](#) from Oliver.
- Discuss the context of the song.
- Listen to the song again, this time [displaying the lyrics](#) below.
- Learn the song in small sections, allowing the children to listen and then copy.
- Perform the song all the way through.
- Take three of the phrases from the song:
 - Hot sausage and mustard
 - Cold Jelly and Custard
 - Pease pudding and saveloys
- Clap the rhythm of each phrase, firstly with spoken words and then just the rhythms. Have the children sit or stand in a circle and give each third of the circle one of the phrases. Make sure they can clap the rhythm accurately and then give them an untuned percussion instrument to play. Try and give each child within a third the same sort of instrument. Experiment the different effects caused by groups playing and stopping at different times so that sometimes there maybe just one group playing sometimes all three. Allow children opportunity to conduct the class.

Extension Activities

Discuss ways of signalling to the class to start and stop. Experiment with the effects of altering tempo and dynamics.

Assessment

Can children sing in tune? Can they accurately clap the rhythm of a given phrase?