

# A Musical Journey - Lesson 1

To Classify Exploration

Key Stage 1



A-STAR MUSIC

## Activity Guide

### Starter

Greet the children with a sung "hello". Explore singing hello to specific groups of children (such as girls/boys, certain table groups, certain age groups or solo children). Challenge able children by asking them to lead, singing to other groups/members of the class. Encourage children to change the starting note to develop their vocal range and understanding of pitch.

Cross curricular opportunities: Sing 'hello' in different languages learnt at school or spoken within the class (Link to MFL/PSHE)

Extend children's vocal range by playing the game 'Have you bought your \_\_\_\_\_ voice?'. Once demonstrated, encourage able children to lead with their own ideas of how the voice could be manipulated.

## Teacher Notes

This helps with communication and social interaction, creating an inclusive environment for all before the main part of the lesson starts. It also reinforces (often subconsciously) the well-known interval of a descending minor third. It provides an opportunity for AfL for singing in groups, as a whole class, and solo. More able students can then be challenged to lead. This exercise explores the musical dimensions of melody and pitch.

This exercise is designed to be fun and engaging. It allows children to enjoy mimicking different voices, but to explore the extent of their vocal capabilities at the same time. This exercise should allow for self-expression and the building of relationships within the class. This exercise explores the musical dimensions of melody, pitch, tempo, timbre and dynamics.

# A Musical Journey - Lesson 1

To Classify Exploration

Key Stage 1



A-STAR MUSIC

## Activity Guide

Main



Explain that you arrived in your room this morning with a mysterious sack placed on your desk. You have no idea who delivered it or where it came from, but it was left for the class on the school steps first thing this morning. Explain that you will need help sorting the instruments (or you could use a cross-curricular hook from one of your school Literacy or topic texts).

Ask the class to independently investigate the instruments that have arrived, and as a team sort them into groups. Use scaffolded questions to support less able learners, such as, 'How could we sort these instruments? What are their similarities and differences? Do you think it's best to sort them in terms of size, or material or sound?'

Finally, discuss the different ways of sorting the instruments, and explore as a class. Specifically explore the quality of sound that each of the instruments make, and sort into timbre-based categories, for example:

- Metallic sounds
- Wooden sounds
- Hollow/Deep sounds
- Shaking sounds
- Scraping sounds

Explain to the class that their key word for the day is 'Timbre', and this describes the quality of a sound, and helps us to sort/categorise instruments.

## Teacher Notes

This should act as an exciting hook into the learning for the children and encourage engagement. Children should be given the opportunity to explore independently and categorise the instruments, discovering their qualities for themselves before a guided discussion as a class. This helps to develop independent and inquisitive learners. Do guide the children to learn how to play each of the instruments correctly (using the 'How-to' videos included in this pack if you are not sure)

This should be a language-rich lesson where names of instruments are learned as well as the word 'Timbre'. These words could be added to a working wall/glossary in the classroom while discussed. This exercise can also encourage discussion and co-operation amongst the class, developing communication skills, as well as learning to appraise decisions on how they have decided to sort the instruments and which choices were most effective. Take a photo of the sorting to evidence the lesson

# A Musical Journey - Lesson 1

To Classify Exploration

Key Stage 1



## Activity Guide

### Main



The class now needs to learn the names of the instruments. Either using the teaching slides provided or printing out labels, ask the class to guess the name of each instrument by laying the label on top of the instrument they think it matches. Discuss answers as a class.

Play the 'Listen and Move' game. Explain that you are going to choose six instruments to be included in the game. As a class, you will assign an appropriate movement to each instrument. Suggestions could be that children wiggle their fingers when they hear a shaking sound on the maraca, for example.

Invite children to lead and play instruments for their peers to respond, and challenge children by asking them to turn away or close their eyes, or listen to a series of sounds before responding with a sequence of movements.

### Plenary



Play the 'Guess the Instrument' game. Ask children to close their eyes as you play one of the six instruments. Then, ask children to open their eyes and tell you the name of the instrument you have played. Children can be extended by being asked to answer additional questions after hearing, such as, 'What is the instrument made out of? How is the instrument played? Which movement did we assign to this instrument?' Children can be chosen to also lead on this activity.

## Teacher Notes

and add some quotes from the children related to timbre/instrument classification.

Use the How-To videos as a model for how to play these instruments if unsure.

This game encourages effective listening – specifically aural discrimination between timbres. Children can also explore playing the instruments in different ways. Take the opportunity to address misconceptions during the lesson relating to playing technique of the instruments and using correct musical vocabulary.

This plenary consolidates vocabulary learnt in this lesson which will be used throughout the 6-week scheme of work. This game can be differentiated depending on the ability of the class.