



# Lesson Plans: Stage 3 - Module One



*Music Completes the Child*

# Stage Three

# Module One

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# Stage 3

# Week One

## Module One



### Music Time

(Track 1)



#### Curriculum Focus

##### Strand: Performing/Song Singing

- Sing with increasing vocal control and confidence
- Recognise and imitate short melodies in echo, using the notes 'Do', 'Re', 'Mi', 'Fa' and 'So'
- Perceive the shape of melodies as moving upwards, downwards or staying the same, using hand movements

##### Strand: Listening and Responding/Exploring Sounds

- Recognise and demonstrate pitch differences

##### Strand: Musical Concepts

- Listen to, imitate and perform simple rhythmic patterns



#### How to

- 1 Say, 'I would like to begin our music time by singing a very special song. I'll sing a line and you can sing it back to me.' Sing each line of the song, using your hand movements as you sing, and have the children copy you.
- 2 Have the children get their hands ready, down by their toes, and away you go!
- 3 Sing the song again and applaud the children!



		Rea-	-dy
		Do	Do
		X	X
		♪	♪
Come on	now it's	mu-sic	time
Do Re	Mi Fa	So So	So
X	X	X	X
♪	♪	♪	♪

Children repeat

Eve-ry	bo-dy	sing a-	-long
Fa Fa	Re Re	Mi So	So
X	X	X	X
♪	♪	♪	♪

Children repeat

Come on	now it's	mu-sic	time
Do Re	Mi Fa	So So	So
X	X	X	X
♪	♪	♪	♪

Children repeat

Eve-ry	bo-dy	sing my	song
So Fa	Mi Re	Do Mi	Do
X	X	X	X
♪	♪	♪	♪

Children repeat



# Concept Development Focus: Tempo

In Module One, we will focus our attention on the children's understanding and use of tempo. We will focus on the children's ability to understand and differentiate between fast and slow rhythmic and melodic patterns, as well as getting faster and getting slower.

**Song:** Clap Your Hands (Track 2)



## Curriculum Focus

### Strand: Performing/Song Singing

- Sing with increasing vocal control and confidence
- Recognise and imitate short melodies in echo, using the notes 'Do', 'Re', 'Mi', 'Fa' and 'So'
- Show the steady beat when performing familiar songs
- Perceive the shape of melodies as moving upwards, downwards or staying the same, using hand movements

### Strand: Listening and Responding/Exploring Sounds

- Discover ways of making sounds, using body percussion
- Recognise and demonstrate pitch differences
- Recognise and show the difference between fast and slow tempos

### Strand: Musical Concepts

- Understand and differentiate between fast and slow rhythmic and melodic patterns
- Listen to, imitate and perform simple rhythmic patterns



## How to

- 1 Say, 'I am going to teach you a new song today. I'll sing a line and you can sing it back to me.' Sing each line, using your hand movements as you sing, and have the children copy you.
- 2 Then sing the song together. Ask the children to get their hands ready by their toes, sing a 'Rea-dy' on the 'Do' note, and away you go!
- 3 Then have the children stand up and explain, 'We will sing the song again, this time we'll do the actions as we sing.' Lead the children in clapping their hands to the steady beat, saying 'Real slow, real slow', as you clap. Then sing a 'Rea-dy' and sing the song together.
- 4 You can now explore different tempos with your class. Sing the song a little faster, then very slowly, and finally very, very fast.
- 5 Applaud the children!



		Rea-	-dy
		Do	Do
		X	X
Clap your	hands	touch your	toes
Do So	Mi	Do So	Mi
X	X	X	X
Swing your	hips and	tap your	nose
Do Re	Mi Fa	So So	So
X	X	X	X
Bend your	knees	just like	me
Do So	Mi	Do So	Mi
X	X	X	X
Come on	now it's	time for	tea
So Fa	Mi Re	Do Mi	Do
X	X	X	X



## Song Focus

George the Giant – ‘So’, ‘Mi’ and ‘Do’ Pitch Echoes (Track 3)



### Curriculum Focus

#### Strand: Performing/Song Singing

- Sing with increasing vocal control and confidence
- Recognise and imitate short melodies in echo, using the notes ‘So’, ‘Mi’ and ‘Do’
- Perceive the shape of melodies as moving upwards, downwards or staying the same, using hand movements

#### Strand: Listening and Responding/Exploring Sounds

- Recognise and demonstrate pitch differences

#### Strand: Musical Concepts

- Understand and differentiate between fast and slow rhythmic and melodic patterns
- Listen to, imitate and perform simple rhythmic patterns



### How to

- 1 Bring out the picture of George the Giant and talk through the words of the song, using the visual aid.
- 2 Say, ‘I’d like to teach you a song about George. I’ll say a line and you can say it back to me.’ Say each line and have the children copy you.
- 3 You can then sing each line, using hand movements as you sing, and have the children copy you.
- 4 You are now ready to sing the song through together. Ask the children to get their hands ready, up by their heads. Sing a ‘Rea-dy’ on the ‘So’ note and away you go, using your hand movements as you sing.
- 5 Repeat the song one last time and applaud the children.



		Rea-	-dy
		So	So
		X	X
		♪	♪
George the	gi-ant's	ve-ry	tall
So So	Mi Mi	So So	Mi
X	X	X	X
♪	♪	♪	♪
Ev-en	makes	trees look	small
Do Do	Mi	So So	Mi
X	X	X	X
♪	♪	♪	♪
When he	walks	build-ings	shake
So So	Mi	So So	Mi
X	X	X	X
♪	♪	♪	♪
What an	aw-ful	noise he	makes
So So	Mi Mi	Do Do	Do
X	X	X	X
♪	♪	♪	♪





# Movement Activity

Zorba the Greek, by Mikis Theodorakis (Stage Three Listening CD – Track 1)



## Curriculum Focus

### Strand: Listening and Responding to Music

- Listen to a range of short, familiar and unfamiliar pieces of music
- Respond imaginatively to music through movement
- Talk about pieces of music, giving preferences, and illustrate responses in a variety of ways
- Show the steady beat while listening to recorded music
- Identify the tempo of the music as fast, slow, getting faster or getting slower

### Strand: Musical Concepts

- Understand and differentiate between fast and slow rhythmic and melodic patterns



## How to

- 1 Say, 'Children I am going to play you a piece of music. It's a special piece of music that is used in Greece (show on map) for dancing. I want you to listen and see if you can tell me what happens to the tempo: that's how fast or how slow the music is played.'
- 2 Play the piece of music and engage the children in talking about the slow tempo at the start which gradually gets faster and faster as the music goes on.
- 3 Continue, 'Let's have a go at dancing like the Greeks.' Have the children stand up and link arms over shoulders in a circle. Then show them how to take a step with their left foot, cross their right foot in front and bend, step with their left foot again and then cross their right foot behind and bend. Practise this and explain to the children that as the music gets faster, we will have to do the dance faster and faster.

**N.B. If you do not have very much space in your classroom, you may want to split the class into two. One group can do the dance in a circle, while the other group claps to the beat and cheers. Then swap the two groups.**

- 4 Applaud the children!

# Stage 3

# Week Two

## Module One



### Music Time

(For detailed explanation and curriculum focus, see Module 1, [Week 1](#) – Track 1)



### Concept Development Focus: Tempo

Song: Clap Your Hands (Track 2)

(For detailed explanation and curriculum focus, see Module 1, [Week 1](#))



### Song Focus

George the Giant – Pulse on laps and using instruments (Track 3)



#### Curriculum Focus

##### Strand: Performing/Song Singing

- Sing with increasing vocal control and confidence
- Recognise and imitate short melodies in echo, using the notes 'So', 'Mi' and 'Do'
- Perceive the shape of melodies as moving upwards, downwards or staying the same, using hand movements
- Show the steady beat when performing familiar songs

##### Strand: Listening and Responding/Exploring Sounds

- Recognise and demonstrate pitch differences
- Discover ways of making sounds, using body percussion
- Discover ways of making sounds, using home-made or manufactured instruments

##### Strand: Performing/Playing Instruments

- Play some percussion instruments with confidence
- Use percussion instruments to show the steady beat in accompanying songs

##### Strand: Musical Concepts

- Listen to, imitate and perform simple rhythmic patterns
- Show a steady beat



## How to

- 1 Bring out the picture of George the Giant. Recap the song by singing each line, using your hand movements as you sing, and having the children copy you. Then sing the song through together.
- 2 Then say, 'We are going to sing the song again. This time we will tap our knees to the beat, as we sing.' Lead the children in tapping their knees to the beat, saying, 'Real slow, real slow', as you tap. Sing a 'Rea-dy' and away you go!
- 3 Continue, 'This time we will keep the beat using some instruments, instead of tapping our knees.' Take out an instrument and demonstrate keeping a steady beat as you play.
- 4 Give out the instruments and encourage the children to tap along to the beat with you. Once everyone is tapping the beat, sing a 'Rea-dy' and sing the song through.

**N.B. If you have a larger class, then you can split the class into two groups. One group can keep the beat using the instruments, while the other group taps their knees. This will allow you more opportunity to assist any children who are struggling to keep a steady beat.**

- 5 Applaud the children!



## Subjective Listening

Baby Elephant Walk, by Henry Mancini (Stage Three Listening CD – Track 2)



### Curriculum Focus

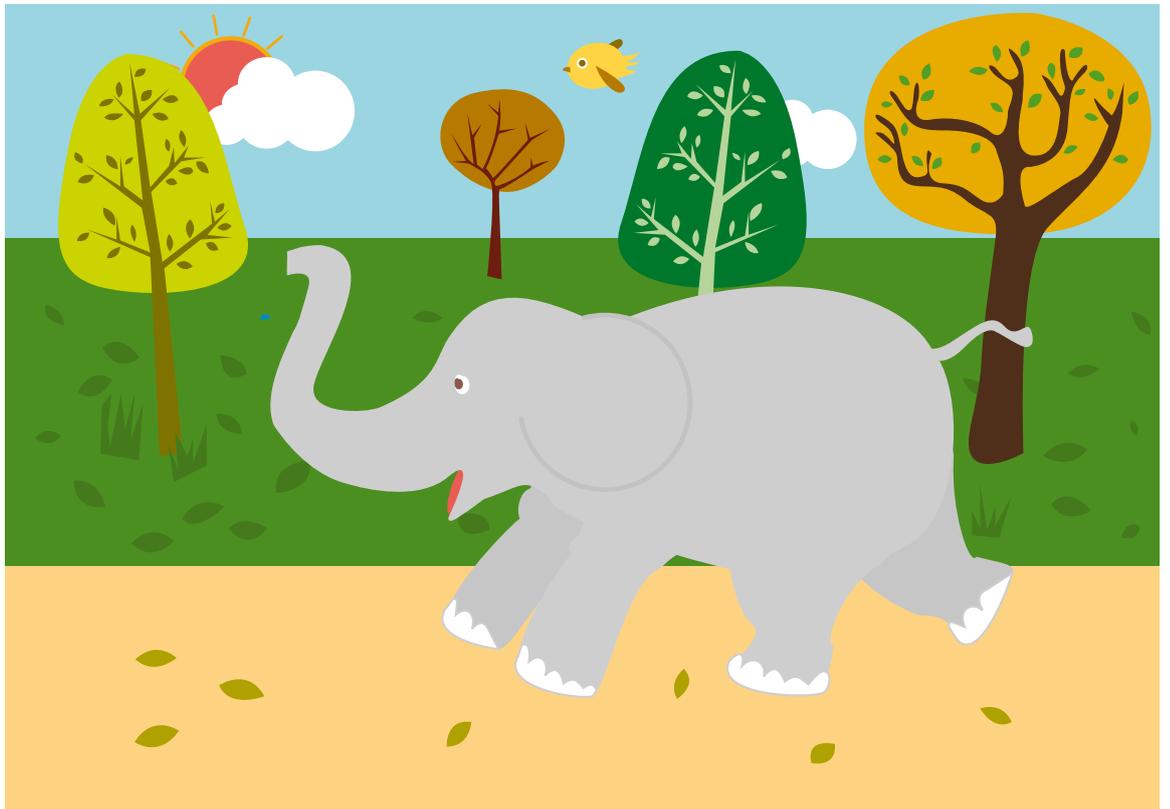
#### Strand: Listening and Responding to Music

- Listen to a range of music or excerpts
- Respond imaginatively to music
- Talk about pieces in a variety of ways, giving preferences, and illustrate responses in a variety of ways



## How to

- 1 Say, 'Children, we are going to go on an adventure. I am going to play you a piece of music and you can lie down on the floor and close your eyes while we listen.'
- 2 Explain, 'The piece of music will make you imagine something. It might put a picture in your head, or it may even remind you of something.'
- 3 Tell the children, 'Take your cameras with you and take pictures of everything you see, feel and hear, while the music is playing.'
- 4 Explain, 'When the music stops, you will have some time to draw everything you took a picture of and then to tell everyone about it.'
- 5 So, have the children lie on the floor, quietly. Play the piece of music for no longer than a minute. Let the children have a wiggle and then play it again.
- 6 As they listen, put out paper and crayons in front of the children and when the music finishes they can 'wake up' and draw the images they saw.
- 7 After a few minutes, have your class sit around in a circle holding their pictures. Each child in turn should have a chance to say what they drew and what the music made them think about.
- 8 Applaud the children!



# Stage 3

# Week Three

## Module One



### Music Time

(For detailed explanation and curriculum focus, see Module 1, [Week 1](#) – Track 1)



### Concept Development Focus: Tempo

Chant: Little Train (Track 4)



#### Curriculum Focus

##### Strand: Performing/Song Singing

- Show the steady beat when performing familiar songs
- Notice obvious differences created between sections of songs or rhythmic chants

##### Strand: Listening and Responding/Exploring Sounds

- Explore the natural speech rhythm of familiar words

##### Strand: Musical Concepts

- Understand and differentiate between fast and slow rhythmic and melodic patterns, getting faster and getting slower
- Listen to, imitate and perform simple rhythmic patterns
- Understand beginning, middle and end
- Identify an obviously different or repeated section



#### How to

- 1 Say, 'I would like to teach you a chant about a little train. He has to take lots of passengers to the seaside and the park, but on the way he has to climb a really big, steep hill. It takes a lot of effort to pull the carriages up the big hill and he has to take it very slowly. When he finally reaches the top, he speeds back down the hill before coming to a stop in the station.'



## How to (continued)

- 2 Continue, 'I'll say a line and you can say it back to me.' Say each line of the chant, doing the actions, and have the children copy you.
- 3 Having practised each line, you can say the chant through together, saying a 'Rea-dy' before you begin, so that the children feel confident with the steady beat and the tempo.
- 4 Then say, 'This time when we come to the big hill, I think we will have to get slower and slower as the little train struggles up the hill. Then we'll see if we can get faster and faster as we come back down the hill, before stopping in the station.'
- 5 Lead the children through this exploration of getting faster and getting slower, saying a 'Rea-dy' before you begin.
- 6 Repeat and applaud the children!

### Little Train

Little train, little train	(Chug train arms round and round to the beat)
Chugging out in the rain	
To the seaside, to the park	
Make sure you're home before dark	
Look I see a great big hill	(Chug train arms slower and slower as you ascend the hill)
Slower now and slower still	
Can we make it? I don't know	
Slowly does it, up we go.....and....	(Pause)
Down again, faster now	(Chug train arms faster and faster as you descend the hill)
To the station, on we plough	
Almost dark, so off we hop	
Lights are red, so now we STOP	(Stop)



## Song Focus

George the Giant – Rhythm and Inner Hearing (Track 3)



## Curriculum Focus

### Strand: Performing/Song Singing

- Sing with increasing vocal control and confidence
- Recognise and imitate short melodies in echo, using the notes 'So', 'Mi' and 'Do'
- Perceive the shape of melodies as moving upwards, downwards or staying the same, using hand movements



## Curriculum Focus (continued)

### Strand: Listening and Responding/Exploring Sounds

- Recognise and demonstrate pitch differences
- Explore the natural speech rhythm of familiar words
- Imitate and perform patterns of long and short sounds

### Strand: Musical Concepts

- Understand and differentiate between fast and slow rhythmic and melodic patterns
- Listen to, imitate and perform simple rhythmic patterns
- Understand beginning, middle and end
- Identify an obviously different or repeated section



## How to

- 1 Bring out the picture of George the Giant and sing the song together.
- 2 Having sung the song, say, 'We are going to sing the song again. This time, we will clap our hands once on every word that we sing, like this'. Demonstrate this by **saying** the song words as you clap to the rhythm of the words.
- 3 Then have the children get their hands ready to clap. Sing a 'Rea-dy' and away you go, singing the song and clapping to the rhythm.
- 4 Now bring out the red and green traffic lights, and explain, 'When you see the green light showing, you have to sing the song and clap to the rhythm of the words. But, when the red light shows, you have to stop singing and put the song words into your thinking voice, inside your head, but always keep clapping. If the lights turn back to green, then you'll have to start singing the words again as you clap.'
- 5 Continue, 'Let's have a go! We'll start singing and clapping on the green side, but watch carefully because you never know when the lights might change.' Sing a 'Rea-dy' and away you go, singing and clapping to the rhythm of the words.
- 6 Have a few more turns, changing the lights at different points in the song, and then applaud the children!

**N.B. You can use the charts overleaf to give you ideas of where to turn the traffic lights.**