LEARNING OBJECTIVES	LEARNING OUTCOMES
(Pupils should know/understand/be able to do/be aware of by the end of the lesson) • Learn about different types of sounds • Identify sounds as musical and non-musical • Develop individual control of a range of sounds placing them into a musical contexts	*(The evidence to show that pupils have achieved the learning objectives)* **Level 3 (working towards) All Pupils :** are able to describe sound and silence identifying sounds around them performing sounds on a variety of classroom instruments sing a call and response song as part of the class **Level 4 (working at) Most Pupils** are able to identify musical and non-musical sounds perform with awareness of sound quality and effect **Level 5/6+ (working beyond/GAT) Some Pupils :** perform sounds in a number of different ways on instruments talk confidently about sounds using technical musical vocabulary

LESSON STRUCTURE

NC KS3 POS

Starter Activity	**The Lighthouse Game – Starter/Plenary 8** Distribute Handheld Untuned Percussion instruments enough for one per pupil and assemble in a circle. Follow the instructions on **Starter/Plenary 8** and play The Lighthouse Game. When the "ray of light" from the lighthouse hits pupils, they are to create "sound", when they are not in the beam, they remain silent. Begin by being the lighthouse in the centre of the circle and experiment with different sized "rays of light" then allow pupils to be the lighthouse. Experiment with **Dynamics** and **Texture** by widening and narrowing the beam. Allow pupils the opportunity to become the Lighthouse and lead the "class sound". *Is the sound they make music? How can the "sound" be turned into something easier to listen to? (invent an ostinato or rhythm?)* (15 mins)	Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression

Core Main Activities	**1. Exploring Sounds – Worksheet 1 & Audio 1**
	Link the starter to the development of the lesson by asking pupils to close their eyes and listen to sounds which they can hear. *What can be heard? Why can we now hear these sounds? What is the opposite of sound/no sound* – introduce the word **Silence**.
	Use **Worksheet 1** and allow pupils two minutes to walk around/outside (?) music room listing sounds that they identified.
	Re-assemble group and discuss/brainstorm results.
	Discuss why we describe some sounds as "**Musical**" and others as "**Non-Musical**". Point out that music requires organised patterns of sound.
	Next, play pupils **Audio 1**, examples of ten different sounds and ask pupils to write down a description of the sound they can hear on **Worksheet 1** (responses may be varied!) and whether it's "musical" or "non-musical" sound. Discuss: *Are all of the sounds musical? What is needed to classify sounds as "musical"?* (20 mins)
	
	2. Making Sounds – Worksheet 6
	a) Ask pupils to make the following sounds with their voices:
	   ● Ch
	   ● Ttttt
	   ● Ssssh
	   ● Ka ka ka
	   ● Brrrrrr
	   ● Laaaaaa
	   ● zoooooom
	b) Try to make the "Ch" sound in these ways:
	   ● Slowly
	   ● Quickly
	   ● Sadly
	   ● Happily
	c) Prior to the lesson, copy and cut out the cards on **Worksheet 6** side 1 and put into a bag. Pass the bag around a seated circle singing the song (to the tune of London's Burning)
	
	         ""Take the bag and pass it around,
	           Pass it around, pass it around,
	           Take the hat and pass it around,
	             Stop, read, make a sound!"
	Pupils take out a card and select a classroom instrument (or using their voice) to make the sound. Allow certain pupils to experiment with sounds and then put the larger cards on side 2 of **Worksheet 6** into the bag. This time, each pupil takes out a small and large card and performs a sound and a sound in a certain way. (15 mins)
		Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
		
		Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
		
		Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions

Plenary	**Class Singing – "Abeeyo".** – **Song Sheet 1** & **Audio 2** Stand in a circle practice deep slow breathing in and out. Say "Hello", "Hi" "Welcome", and "Howdie" across the group to someone to warm up the voice and begin the process of communication. Teach the song "Abeeyo" to pupils using **Audio 2** to support learning. If time allows, divide the class into two groups well separated across the room (A and B). Sing the song as an echo – discuss the effect that the **Dynamics** has on the music and the difference in pitch and duration of the notes. Add some movement to the song or invite suitable volunteers to be the leader(s). (10 mins)	Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression

CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT	**EAL/SEN/GAT**
Literacy – Descriptive words and adjectives could be used when listening and identifying different sounds.	**(GAT)** Higher ability pupils could be set the challenge: *How many different ways can you create sounds on a particular instrument?*

LANGUAGE FOR LEARNING - spell/use/understand	**HOMEWORK SUGGESTIONS**
Dynamics, Musical, Non-musical, Percussion, Silence, Sound, Tempo, Texture	Pupils could be asked to complete **Cover/Homework 4** developing their knowledge and understanding of the different sounds and timbres produced by classroom instruments.

LESSON RESOURCES – handheld untuned percussion instruments (Starter); full selection of classroom percussion and other available instruments (Core 2); a bag to put cards from **Worksheet 6** in during Core 2.

Y7U1SP8 – The Lighthouse Game	Y7U1W1 – Exploring Sounds	Y7U1A1 – Exploring Sounds
Y7U1W6 – The Dynamics Bag Game cup-up cards	Y7U1SS1 – Abeeyo	Y7U1A2 - Abeeyo
Y7U1CH4 – Odd One Out		