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| **Teacher: Tizzy Faller and Mario Satchwell** | | | | **Year: 5/6** | | |
| **Subject: Music**  **Theme: body percussion, singing, call and response**  **TA:** | **Date:**  **Time:** | | | **No. of children in class:** | **Notes:** | |
| **Learning Objective:**  **I can listen with attention to a body percussion sequence or line of a song and recall it with increasing accuracy**  **I can perform the Lion's Poem using my voice and body percussion**  **I can begin to improvise with body percussion actions, creating my own body percussion ostinato** | | | | | | |
| **Vocabulary:**  **Call and response, singing, phrase**  **Body percussion, rhythm, ostinato, pattern, pulse**  **Actions - snap, high clap, low clap, chest, alternating hands, thigh, stomp** | | | | | | |
| **Key Questions: What body percussion sequence can you make? How can you make sure your body percussion actions and singing fit together properly? How can you make your performance really interesting and enjoyable for an audience?** | | | | | | |
| **Resources:**  **Michael Rosen's 'Lion's Poem'** | | | | | | |
| **Learning Activities** | | | | | | |
| **Starter: Show picture of Fitzwilliam Lions to children and read Michael Rosen's 'Listening Lions' poem to children. Ask children to think about what it might feel like to be one of those lions, what they might see and hear when people go past. Tell children about the history of the Fitzwilliam Museum lions (see Historyworks website)**  **Explain we're going to create some music based on the lions, using our voices and body percussion. Does anyone know what body percussion is? Can anyone give us an example of a body percussion action?** | | | | | | |
| **Teaching: Teach children different body percussion actions (see video link on Historyworks site)**  **Teach children simple body percussion ostinato- thigh, thigh, clap, thigh, thigh, clap (like the rhythm of 'We Will Rock You').**  **Then teach simple call and response song 'Who Made the Lions Roar?' to tune of 'Who Stole the Cookie from the Cookie Jar' with assistance from TA/child- see lyrics sheet and recording**  **Now get half the class to start doing the body percussion ostinato (slowly!) and after two repeats of the thigh, thigh, clap pattern, and get the other half of the class to come in with reply to 'Who Made the Lions Roar?', saying 'you made the lion's roar' whilst the rest of the class continue to repeat he body percussion ostinato. Then swap the roles over, so the each half of the class get a turn at both. If children are really confident, then try having all children do body percussion ostinato and then do call and response song over the top, as two halves of the class.**  **\* variations/extension**  **-children chose their own body percussion actions to make their own body percussion ostinato**  **- use names of children in the class, rather than saying 'you' eg. 'Lucy made the lions roar'**  **- use alternative lyrics eg. 'Who saw the lion going down the road?'**  **Teach children the 'Fitz Trap Round' (see online resources for recording)- sing one line to children, for them to repeat back each time.**  **Then teach children the simple swung body percussion ostinato to go with the song (see recording on online resources). If children find this easy, they can try the complex swung version.**  **As with 'Who Made the Lions Roar', get half the class to start doing the swung body percussion ostinato, then get the other half to come in with the round.**  **To extend this further do the 'Fitz Trip Trap Round' as a either a simple or complex round (see sheet music for entry points), either with or without the body percussion ostinato.**  **TA Role: assist children who are struggling with body percussion ostinatos, help demonstrate call and response sequence for 'Who Made the Lions Roar?' with teacher** | | | | | | |
| **Differentiation:**  Children will work as a whole class- split in half to do round/body percussion or singing. Moving confident children to assist less confident children | | **Support:**  Do simple body percussion ostinatos with assistance if struggling | **Core/Extension:**  Start with simple body percussion ostinatos and change rhythm/action as they grown in confidence | | | **Extension:**  Confident individuals lead the call, of the call and response song. Try alternative body percussion combinations. Help other children who are struggling. |
| **Success Criteria:**  **An excellent body percussion ostinato will: keep a steady pulse, be sharp and snappy, keep in time with the words of song it's accompanying, performed with confidence** | | | | **Assessment Opportunities:**  Performance of body percussion and round as a class/individuals | | |

Lesson Plan