# Music Lesson Plan\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Resources

* Whiteboard
* Markers in different colours

## Lesson Objectives

To develop understanding of nature, weather and music, then interpret this knowledge a through body percussion exercise

## Prior Knowledge

Students should have prior knowledge of weather sounds. Students should also have knowledge of basic musical terminology, especially relating to percussion.

## Essential Learnings

**Arts**

* Duration, beat, time values and metre are used to create repeated rhythmic patterns
* Pitch and intervals are used to create melodic phrases and sequences
* Repetition is used to structure music
* Familiar sound sources, including vocal and instrumental sources, have characteristic sound qualities (tone colour)
* Relative softness and loudness of sounds are used to change the dynamic level of music

**Science**

* Earth and space experience recurring patterns and natural cycles of events, including seasons, weather and moon phases, and these can affect living things

**English**

* Active listeners identify main ideas and information, show interest and respond.
* Conventions for turn-taking and interruption are influenced by the context
* Speakers and listeners use a number of strategies to make meaning, including identifying
* Purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting.
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## Classroom Safety

An area clear of hazards should be provided in the classroom for movement

## Lesson Structure

**Introduction**

Teacher to lead a discussion on what sounds and sights can be found in a thunderstorm. A list of these can be made on the whiteboard for easy reference. Elements are then to be listed in order they would occur in a storm from start to climax and then to end. Teacher will then explain the exercise of body percussion and how to play out the thunderstorm. Students will then be divided into pairs or threes, depending on student numbers.

**Body**

1. Teacher to give one element each of the storm to each grouping.
2. Groups will then decide on a body percussion movement to represent their element. Teacher to check each groups movement when selected. If movement seems inconsistent with element Teacher and group to discuss why movement chosen and what other movements could be used.
3. Once all movements chosen and students ready teacher will take on role of conductor.
4. To help with conduction of ‘Storm’ teacher and students to design a graphic score to depict each element and help students know when to start and stop their parts.
5. Using pointer teacher will guide students through graphic score with students performing their elements.

## Reflection

Students should write the following in their Arts journals under ‘Music – Thunderstorm ‘ and answer the following questions:

1. Is there contrast in our musical elements? E.g. Are there high and low, loud and soft, fast and slow sounds
2. Have we created tone colour using different sound makers?
3. Have we used any repetition?
4. Does our piece have a beginning, climax and ending?
5. Are the beginning, climax and ending clear to an audience?

## Further Learning

This lesson will follow on from Dance and Drama lessons on seasons and weather.

This lesson will link into a science lesson on weather and seasons.