

Key Stage 1 LESSON PLAN – Sounds in the Street

The Arts: Music KS1

Cross-Curricular Skills focus: communication

Thinking Skills and Personal Capabilities focus: working with others; being creative

Learning Intentions:

- Work creatively with sound by investigating, experimenting, selecting and combining sounds to express ideas.
- Listen and respond to their own and others' music-making, thinking and talking about sounds they create, perform and listen to.

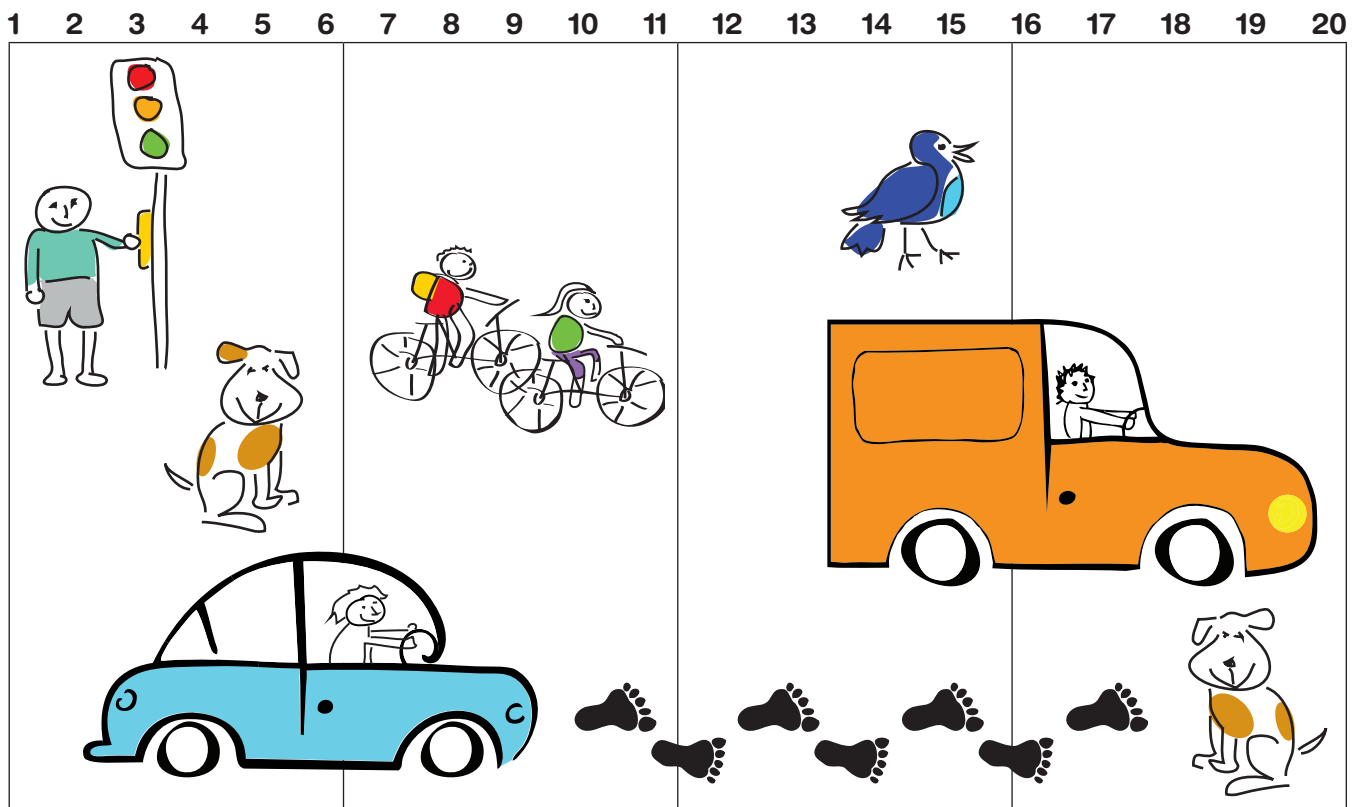
Success Criteria:

- Each pupil in the group must have a role/participate.
- The group must use their voice and their bodies.
- Each group's section must last 5 seconds and include all noises in the picture.

Activating prior knowledge:

- Pupils should have some experience of making sound effects using their bodies and voices.

Sound Picture – Sounds on the Street Example



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Approximate Time	Activity	Resources
15 mins	<p>Introduction</p> <ul style="list-style-type: none"> • Explain to the children that when we are out on the street we can hear many noises. • As a class brainstorm some of these on the board. • A listening walk may be appropriate or the pupils could sit in silence for a minute with the window or door open to see if they can identify sounds from the street – which do they like the best? 	Flip chart, white board, chalk board or interactive white board
10 mins	<p>Main Activity</p> <p>Whole class: Display the sound picture on the interactive whiteboard or blow up a version and sit on the carpet so that everyone can see it. Discuss how it is broken into sections (5 seconds each). In each section there are pictures of things we hear on the street. The bigger the picture is the louder the sound. Explain that the pupils will be working in groups and will be assigned a section. Pupils must use their voices and bodies to represent the sounds in the pictures. If pupils have experience of working with instruments a suitable selection could be provided. Outline the success criteria.</p>	Scrap paper for pupils to take notes and jot down ideas. Instruments (optional) Copy of sound picture
20 mins	<p>Mixed ability groups: Pupils need to plan and rehearse their performance. It may be appropriate to assign a group leader, a note taker and a time-keeper. These could be explained before arranging the groups and placing them in areas of the room in which they can plan and rehearse. A possible break down of group work could include: 1 minute to assign roles, 9 minutes to plan and brainstorm ideas and 10 minutes to rehearse.</p>	
5 mins	<p>Class performance: With the sound picture displayed on the board the teacher acts as a conductor. The teacher counts the class in and uses a pointer to progress from the far left of the sound picture to the far right. As the teacher's finger moves along each group should perform their section of the sound picture making a whole class piece.</p>	
10 mins	<p>Plenary</p> <p>Whole class: Discuss which sounds they like the best – which represent a healthy environment?</p> <p>Peer assessment: After the performance each group's section should be evaluated by the other groups. Each group could provide a good point and one way the group could improve their piece. Two Stars and a Wish or another form of Assessment for Learning could be used.</p> <p>Extension: The sound picture may need to be practised and then could be performed in assembly. Pupils could design their own sound picture.</p>	Copy of sound picture