KS1 Project; Transport

|  |  |  |
| --- | --- | --- |
| Week | Learning Objectives | Activities – see notes for teacher, below |
| 1 | To be able to keep a steady pulse, using actions and rowing movement.  To begin to sing in tune with others. | Intro; Sing I’ve Got the James Bond Car.  Main; Sing Row Row Row Your Boat, bending forwards and backwards in rowing action in time to steady pulse.  Start to sing Sitting on the Bus, start with action section (touch your head) doing actions at the half bar, ie on head, shoulders, knees, toe.  Plenary; Put on CD again, move in time to pulse. |
| 2 | To be able to keep a steady pulse, using rowing actions of varying tempi.  To understand that there can be pulses of varying tempi. | Intro; Revise Row Row Row your boat. Move in rowing action as before, also ask children for suggestions of how to move to keep a steady pulse.  Main; teach new verses for Row your Boat – see separate sheet. These have different pulses. Discuss.  Continue to learn Sitting on the Bus to the end, adding actions of words.  Plenary; with CD backing ask one or more children to be the leader in deciding actions to do. |
| 3 | To be able to keep in time with a pulse that changes.  To step in time to the poem. | Intro; Revise Row Your Boat, three verses with actions.  Main; Leaving the Station, with children joining in repeated phrase.  Read again as before, but with walking steps on spot that reflect the pulse of the passage.  Begin to learn The Engine Driver, particularly ‘Jickety can’ sections.  Plenary; Sing Sitting on the Bus. |
| 4 | To move in time to the steady pulse of a poem.  To understand that events can be portrayed in music.  To be part of a human train, moving to the steady beat of game. | Intro; Leaving the Station with varying pulse and stepping actions.  Main; Listen to Little Train of the Caipira, first outlining the journey of the train through the Caipira (countryside), something on the line so the train has to apply brakes, going up-hill slower, down-hill faster etc. After first listening, discuss the events on journey and what they imagined, discuss ending!  Get on Board game, as described in book.  Plenary; The Engine Driver. |
| 5 | To understand that individual pictures can be represented in sound. | Intro; Get on Board game as week 4.  Main; Train Ride score. Make pictures of individual items the train may pass such as river, church with bells, factory, motorway, building site etc. Discuss timbre of each individual picture and also timbre of train line. Give out percussion instruments and play.  Plenary; The Engine Driver. |
| 6 | To be able to follow a creative, pictorial score of a train ride.  To compare their piece to the Little Train of the Caipira. | Intro; Listen to Little Train of the Caipira, discussing the journey of the train. See link to **BBC Ten Pieces** below.  Main; Train Ride score – homemade, using train track that passes all the places outlined in week 5. Play using percussion. Compare creative score version of train ride with CD piece.  Revise all favourite activities from the unit.  Plenary; outline what they have learned. |

Nicola Rose, MK Music Service.

Notes to help MKMS teacher

Week 1 I’ve Got the James Bond Car,

Can you tell me who you are,

My name is Nicola.

Sing using alternating soh and me pitches, whilst passing car round circle.

(Alternatives; little car, blue car, etc )

Sitting on the Bus – from **Singing Sherlock book 3**.

Week 2 Made up versions of Row Your Boat.

Row row row your boat slowly down the brook,

It’ll be fine to take your time,

Plenty of time to look. (slower pulse)

Row row row your boat quickly down the river,

Hurrying hurrying hurrying hurrying,

Come back all a-quiver. (faster pulse)

Week 3

Leaving the Station – in **Musical Elements 5+.**

The Engine Driver – Singing Sherlock book 3. Refer to notes on p44.

Week 4

Leaving the Station, Little Train of the Caipira and Get on Board – all from Musical Elements 5+. For Get on Board game, if you don’t know all children’s names substitute ‘next one’ for name.

The Engine Driver – Singing Sherlock book 3. Refer to notes on p44.

Weeks 5 and 6.

Little Train of the Caipira by Villa-Lobos. This is one of the BBC Ten Pieces:

<https://www.bbc.co.uk/teach/ten-pieces/classical-music-heitor-villa-lobos/z4nsmfr>

Home-made cards of train track and places the train may pass, as outlined for week 5. Creative score that combines all of the above for week 6. Please see below.

Infant Project Transport – assessment

|  |  |  |  |
| --- | --- | --- | --- |
| Name | To be able to move to a steady pulse, of varying tempi. | To be able to follow a creative score. | Comment |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

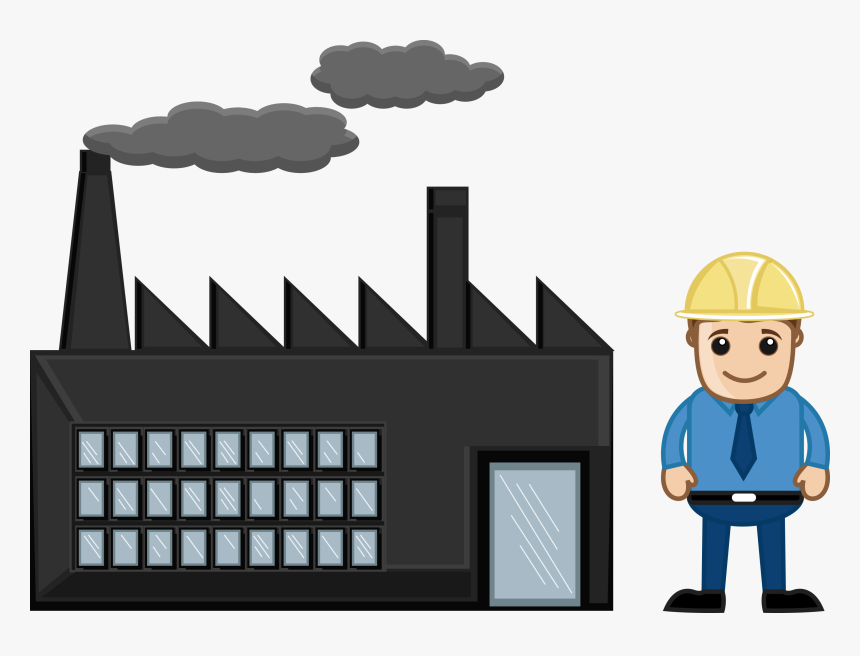
1 = can do this consistently accurately

2 = can do this with some accuracy

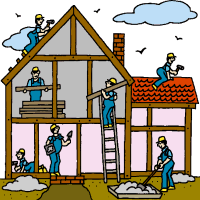
3 = needs support to achieve this

Things the train passes on its journey

Discuss the timbre (sound quality) of each and choose an instrument to represent it in sound













Train journey score – play the sounds that the train passes. Also the sound of the train.

