**Foundation 1 Music**

**Room on a Broom**

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| **Week** | **Learning Intentions**Children learn….. | **Activities** | **Learning Outcomes**Children can… | **Assessment** | **Resources** |
| **1** | About timbreTo explore vocal soundsTo take turnsA new songAbout pulseTo identify hidden sounds | **Intro:** Sing ‘Hello’ to Barnaby and look at the toys in his backpack. He has cat, a dog, a bird, a frog and a witch. *What story does this remind them of? How sound might each of them make?***Main:** Ask all of the children to make the sound of each animal at once and then ask some to meow whilst other woof. Repeat this with a croak and a squawkPut the animals in a box and sing the following song to the tune, ‘Skip to my Lou’*Who’s on the broomstick with the witch x 3**Can you make its sound now?* The children make the sound of the animal that you (or they) pull out of the boxNow ask the children to choose an instrument to represent each animalLay a few examples of them by a picture of each animal in the centre of the circle, repeat the song and this time, ask children to find the correct instrument and to play a steady beat as the song is repeated.At the end ask the children to play a steady beat together as they sing,*The witch took her friends on the broomstick today x 3**And they all sounded like this…..* (Play and speak together!)**Plenary:** Collect all but one example of each instrument and then ask the children to listen and identify which sound is being played from behind a screen/bookcase | Explore vocal soundsMake independent sounds within large groupsSing tunefullyPlay a steady beatIdentify the timbre of percussion instruments | *Children can explore vocal sounds**Maintain a steady beat* | ‘Room on the Broom’ by Julia DonaldsonPictures of/toy witch, dog, cat, bird and frogUn-tuned percussion instruments |
| **2** | About pitchAbout ascending and descending soundsHow to follow a graphic scoreAbout rhythm | **Intro:** Sing, Hello to Barnaby and look at the toys he has in his backpack. He has an aeroplane, a helicopter and a space ship. Ask the children to make the vehicles take off and land with their voices and then sing the nursery rhymes, Incey Wincey Spider and The Grand Old Duke of York.Make sure the children make suitable actions to show the spider/duke climbing up and down.**Main:** Look at the story of ‘Room on a Broom’ and follow the broomstick as it climbs up and down.Show the children the attached graphic score which shows the cat, dog, bird, frog and dragon on the ground and the hat, bow and wand in the air.Ask the children to use the voices to make the sounds of the animals and of the broom and to clap the rhythm of the hat, bow, wand and the dragon’s snap.Repeat with tapping instruments.**Plenary:** If time, ask the children to think of ways of describing the hat, bow, wand and snap e.g. pointed hat, magic wand, pretty bow, terrifying snap*Can they play these on their instruments?* | Follow a simple graphic scoreSing tunefullyPlay with controlPlay the rhythm of words accurately | *Can they follow a graphic score?**Can they clap/play the rhythm of words or simple phrases accurately?* | ‘Room on the Broom’Toys/pictures of flying machinesA broomstick score |
| **3** | About pitchAbout ascending and descending soundsA new songAbout pitched percussionTo follow visual cuesTo respond to aural cues | **Intro:** Sing hello to Barnaby and follow the Broomstick graphic score together with voices and hands clapping the rhythm of the words.**Main:** Teach the children the following, ‘Broomstick’s climbing up, up, up, up (CDEFGABC’)‘Broomstick’s diving down, down, down, down’ and show the children how they can play the chime bars one at a time from the lowest/largest bar to the highest/smallest bar.Give the children the opportunity to try this if in a small group. If in a large group, teach the children the following song to the tune, ‘Skip to my Lou’.*What’s in the box from ‘Room on the Broom’?**Will it bark, meow or zoom?**Diving down or up to the moon?**We will find out soon*Pass around the box and ask the children to pull out a broomstick card.If the broomstick is pointing upwards towards the moon they must play the chime bars from lowest to highestIf the broomstick is pointing towards the muddy pool they must play the chime bars from highest to lowest**Plenary:** Ask the children to respond as you play ascending/descending sounds on the chime bars by moving their hands up or down | Follow signs and symbolsSing and play ascending and descending soundsTo respond to ascending and descending sounds  | *Can the children respond to ascending and descending sounds?* | Broomstick scoreChime sets(Small group-enough for one between two)Large group-one setA box and some broomstick cards (see attached) |
| **4** | About alliterationAbout rhythm | **Intro:** Sing Hello to Barnaby and look at the toys/pictures of the characters he has in his backpack.*Can they find names that begin with the same sound to go with each?* E.g. Finley Frog, Chase Cat, Duke Dog, Bella Bird, Druv Dragon and William Witch.**Main:** Play a game of ‘Dragon’s Dinner’. The dragon says that he fancies ‘witch and chips’. *Can the children think of a food or drink that begins with ‘w’? (e.g. water or wafer*Repeat this with the cat (and custard?), dog (and doughnuts?), bird (and broccoli?) and frog (and fries?) When the children have decided on their best examples, give out un-tuned percussion on which they can tap, shake or scrape the rhythm.**Plenary:** Say and play each of the made up phrases before packing away the instruments. | Can explore alliteration (initial sounds)Play the rhythm of phrases accurately | *Can the children play rhythmic patterns accurately?* |  Room on the BroomToys/pictures of a cat, dog, bird, frog, witch and dragonUn-tuned percussion |
| **5** | About rhythmA new songTo create new ingredients for a spellAbout alliteration | **Intro:** Sing Hello to Barnaby and look at some pictures of a witch, a frog, a wand and a cauldron.Ask the children to say and clap the rhythm of each object and then remind the children that when the characters in the book, ‘Room on a Broom’ made a spell together the witch called out, “Ziggety Zaggety Zoom”.Clap and say these words**Main:** Today they will make a new spell.Ask the children for ingredients to go into the cauldron whilst singing these words to the tune: Twinkle, twinkle little star*Make a spell to mend our broom**Make it work with a bang and a boom**Add some……**Add some….**Add some….**Ziggety zaggety zoom!*Repeat this until all of the children have had a go (small group).Ask the children to choose an instrument on which they can play their ingredient (Alone or all together).Encourage all the children to play on the words ‘bang’ and ‘boom’ and to play the rhythm of the last line.**Plenary:** Pack away the instruments and then encourage the children to change the initial sound of the spell e.g. piggety paggety poom. | Clap the rhythm of simple words and phrases accuratelyCreate a new spell togetherPlay with initial sounds | *Can the children play rhythmic patterns accurately?* | Toy/pictures of a witch, a frog, a wand and a cauldronA toy cauldron (optional)Un-tuned percussion instruments |
| **6** | About pulseAbout rhythmAbout timbreAbout pitchAbout alliterationHow to read a graphic score | **Intro:** Sing Hello to Barnaby and show them the cover of ‘Room on the Broom’. Remind them that they have been playing lots of games and singing lots of songs about the book. Today they try to remember all of them.**Main: 1)** Put the animals in a box and sing the following song to the tune, ‘Skip to my Lou’*Who’s on the broomstick with the witch x 3**Can you make its sound now?* The children make the sound of the animal that you pull out of the box**2 )**Remind the children of the song, ‘Broomstick’s climbing up, up, up, up (CDEFGABC’)‘Broomstick’s diving down, down, down, down’. This time they will show the movement of pitch with their arms.Remind the children of the song,*What’s in the box from ‘Room on the Broom’?**Will it bark, meow or zoom?**Diving down or up to the moon?**We will find out soon*Ask the volunteers to pull out a broomstick card .If it is pointing upwards they should sing the correct verse of the song and make their hands climb upwards. If it is pointing down, they should do the reverse.**3)** Give out un-tuned percussion instruments and ask the children to play examples from the game, ‘Dragon’s Dinner’ e.g. dog and doughnuts**4)** Ask the children for three ingredients to go into the cauldron whilst singing these words to the tune: Twinkle, twinkle little star*Make a spell to mend our broom**Make it work with a bang and a boom**Add some……**Add some….**Add some….**Ziggety zaggety zoom!*They should play the rhythm of the ingredients and of the last line.If time,**5)** Follow the Broomstick score with voices and instruments as in lesson 2**Plenary:** pack away the instruments with a ‘Ziggety Zaggety Zoom’!! | Sing tunefullyPlay a steady beatPlay rhythmic patternsExplore vocal soundsExplore alliterationFollow signs and symbols | *Check all the assessment made during the previous weeks* | Room on the BroomToys/pictures of the characters form the storyA boxBroomstick cardsBroomstick score Cauldron (optional)Un-tuned percussion instruments*If you have a seven week term, spread this lesson over 2 weeks and take the opportunity to give the children the chance to explore ascending and descending sounds on the chime bars* |

**Foundation1: Room on the Broom Music Project**

**Assessment**

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| **Name of child** | *Children can explore vocal sounds* | *Maintain a steady beat* | *Can they follow a graphic score?* | *Can the children respond to ascending and descending sounds?* | *Can the children play rhythmic patterns accurately?* | *Record of alliteration (suggestion made)* |
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**3 = emerging 2 = achieving 1 = exceeding**

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