

**Step 1 – Full Lesson Plan – Twinkle, Twinkle, Little Star**

In this lesson, all the musical learning and activities will be focused around the song **Twinkle Twinkle Little Star**. Reggae music is associated most with the island of Jamaica. Reggae music is often very catchy and encourages people to get up and dance. While you're dancing along, think about the lyrics and see if you can sing along.

The 'Musicianship' and 'Improvise' activities in this lesson provide you with options. When you have decided which option best suits your class, perhaps use the remaining options as extension activities. If not, there are opportunities to cover all options throughout the year.

Please read the **KS1 Lesson Guide** and the **Musical Progression Guide** for complete information about each activity.

The documents you will need for this lesson:

- Year 1 Unit 2 Understanding Music Guide
- Year 1 Unit 2 Listen and Respond Guide, Twinkle Twinkle Little Star

**The unit question: How Does Music Tell Stories about the Past?**

In each unit, children are asked a question related to a theme. Each theme takes and follows them on their musical journey. The unit question evolves as they grow, while encouraging them to be responsible and kind citizens of the world. Please refer back to this question as you move through the lessons and the unit. Perhaps ask the children to talk about it in performances and assessments.

**Some musical information about the song:**

- Key: D major
- Time Signature: 4/4
- Style: Reggae

**The MUSICAL FEATURES in this lesson:****Pulse/Beat**

- Walk, move or clap a steady beat with others. Move to different tempos
- Use body percussion (eg clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc), playing repeated rhythm patterns (riffs, ostinati) and short, pitched patterns on tuned instruments (eg glockenspiels or chime bars) to maintain a steady beat

**Rhythm**

- Perform short copycat rhythm patterns accurately, led by the teacher
- Perform short repeating rhythm patterns (riffs/ostinati) while keeping in time with a steady beat
- Perform word-pattern chants and create, retain and perform their own rhythm patterns
- Using rhythm patterns with minims, crotchets and quavers

**Pitch**

- High and low sounds
- Sing familiar songs in both low and high voices and talk about the difference in sound
- Explore percussive sounds to enhance storytelling
- Exploring the keys of C major, F major and D major
- Use notes from the D major scale: D, E, F#, A
- Use notes from the C major scale: C, D, E

**Musical Elements:**

- Pulse/Beat - the heartbeat of the music
- Rhythm - long and short sounds over a steady beat or pulse
- Pitch (Melody) - high, low, rising, falling
- Tempo - fast, slow
- Dynamics - loud, quiet
- Timbre - different instrumental and vocal sounds
- Texture - solo, unison
- Structure (Form) - verse, chorus, introduction, question and answer, copy back/echo

**The Lesson** (45 minutes or one hour) *This colour denotes deeper learning possibilities*

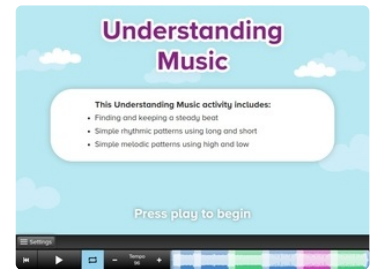
## Musicianship Options

As a class, complete the Understanding Music activity in each step. The musical learning in Understanding Music is central to each unit, so please use *Improvise Together* as an optional activity for variation and enrichment.

### Understanding Music - Year 1 Unit 2

Understanding Music starts every lesson in every unit. It aims to bring everyone together at the beginning of the lesson to learn, embed and revisit all the musical learning for the unit. It features a specially-created activity track with different musical activities that teach the beginnings of music theory needed for the unit.

In each lesson, the activities are repeated and therefore musical skills are also repeated, so the learning deepens.



#### Learning Focus

- Find and try to keep a steady beat
- Very simple rhythm patterns using long and short
- Very simple melodic patterns using high and low

#### Knowledge and Skills

- Move in time with a steady beat
- Copy back simple long and short rhythms with clapping
- Have fun warming up your face, body and voice
- Copy back singing simple high and low patterns
- Copy back the rhythmic words - you can say them and clap them

#### Notes

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### Improvise Together - Year 1 Units 1,2

This activity gives you the opportunity to practise improvising together. There isn't an improvise activity with every song, so here you can practise your ideas together.

#### Learning Focus

Children improvise using notes with the backing track of the song provided.

#### Note options:

- C
- C, D
- C, D, E

#### Knowledge and Skills

- Begin to create personal musical ideas using the given notes
- Improvisation is about making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them
- Everyone can improvise!
- Improvise simple riffs using question and answer phrases



#### Notes

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## Listening

### Listen and Respond - Twinkle, Twinkle, Little Star

The Listen and Respond activity has three on-screen tabs to work through:

1. Listen
2. Respond
3. Did You Know?

Encourage the children to listen, move, dance, march and enjoy the music. Use the prompts on-screen to discuss the music, how it makes us feel and why. Try to relate to musical concepts such as beat, tempo, dynamics etc. 'Did You Know?' explores one or two of the following: musical, cross-curricular, historical and cultural connections to the song.

Teaching and learning are enriched by understanding the stories, origins, traditions, history and social context of the music the children are listening to, singing and playing.



#### Learning Focus

- Listen together
- Feel free to enjoy moving in any way suitable to the beat of the music. Experiencing music through movement and dance is great fun!
- Talk about the song together and explore feelings, thoughts and emotions towards the song
- *Explore the concepts of a steady beat, high and low, fast and slow, loud and quiet, related to the song*
- What else did you find out about the song?

#### Knowledge and Skills

- Listen and focus on the music together
- Walk, move and clap a steady beat with others. Find the beat, perhaps use body percussion. Change with the beat if the tempo changes
- Begin to share your thoughts and feelings about the music
- *Explore and discover the song/piece's simple musical concepts*
- *Learn about the purpose or style of the song/piece and some instruments used in it*
- *If you like this song/piece, perhaps listen to and learn about other songs or pieces of music that are similar*

#### Notes

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## Singing

### Learn to Sing the Song - Twinkle, Twinkle, Little Star

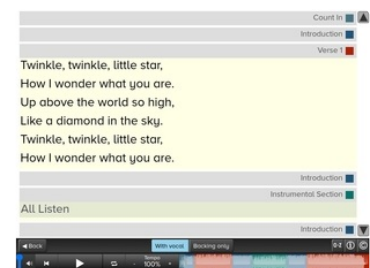
The on-screen resource will assist you with listening and learning to sing the songs. A flexible approach gives you the option to listen to, learn and/or sing along with the songs.

#### Learning Focus

- Sing together as a group and have fun
- Stand up straight and breathe from deep within
- Move to the music
- Describe what the song is about - is there a story?
- Follow a leader
- Incorporate any actions from the song
- Sing and recognise high and low sounds
- *Sing songs in both low and high voices and talk about the difference in sound*

#### Knowledge and Skills

- Try to understand what the song is about, what the words mean
- Begin to understand why we warm up our voices and bodies
- Singing together is fun, but you must learn to listen to each other
- *Enjoy singing a solo*



## Notes

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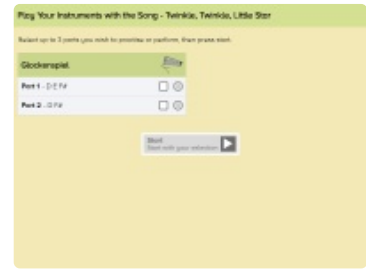
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## Playing

### Play Your Instruments with the Song - Twinkle, Twinkle, Little Star

On the screen, you will see an animated glockenspiel part. Decide together who will play glockenspiel and who will play untuned percussion. The sheet music tab on your resource will give you access to a more challenging notated part.



#### Learning Focus

- To play and perform an instrumental part by ear
- *To play and perform an instrumental part from notation*

#### The Glockenspiel parts use the following notes:

- Part 2: D, F#
- *Part 1: D, E, F#*
- Learn the names of the notes in their instrumental part from memory or when written down
- Learn the names of the instruments they are playing
- Treat instruments carefully and with respect
- Play a tuned instrumental part with the song they perform
- Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts
- Listen to and follow musical instructions from a leader

#### Knowledge and Skills

- Play a part on a tuned or untuned instrument by ear *or from notation*
- To rehearse and perform their part within the context of the Unit song
- Playing together and everybody keeping the beat
- Learn to treat instruments carefully and with respect
- Perform short repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat

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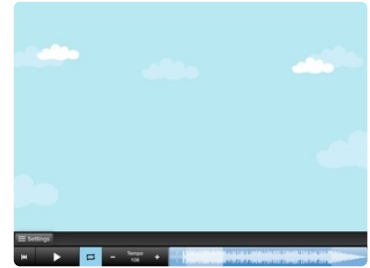
## Composing & Improvising

When someone improvises, they make up their own tune that has never been heard before. It is not written down and therefore will never be heard again. If you write your improvisation down in any way it becomes a composition and you can play it again with your friends. The music comes from inside the performer and belongs to them; it's not a question of doing it 'right' or 'wrong'. If the activity is set up properly within correct musical boundaries, children can only succeed.

### Improvise with the Song - Twinkle, Twinkle, Little Star

Think about the differences between improvising and composing.

They will be using up to three notes (see the relevant musical progression documents). They can improvise all together, in groups or as a soloist - you decide. If the children are complete beginners to improvisation, they use their voices or clap (rhythmic improvisation). Then, use 1 note and progress to notes 2 and 3 only when they are ready. Always start the improvisation with note 1.



#### Option 1. Improvise Together

You can repeat this option if you wish, but you might have already taken the option to practise improvising at the beginning of the lesson. If you have, use the skills you have started to build and use them in 'Improvise with the Song' next.

#### Option 2. Improvise with the Song

Take it in turns to improvise using the notes given. When practising, take it in turns to solo or improvise in groups. Perform your improvisations within the activity option in 'Perform the Song'.

#### Learning Focus

Children improvise using notes with the backing track of the song provided.

#### Note options:

- D
- D, E
- *D, E, A*

#### Knowledge and Skills

- Begin to create personal musical ideas using the given notes
- Improvisation is about making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them
- Everyone can improvise!
- Improvise simple riffs using question and answer phrases

#### Notes

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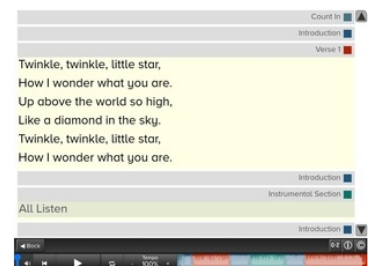
## Performing

### Perform the Song - Twinkle, Twinkle, Little Star

#### Unit Question: How Does Music Tell Stories about the Past?

Here, you have the opportunity to share the fun you had in the lesson. You can sing and add any of the musical activities you have practised with the song. Create and present a holistic performance. This will be a short performance for sharing at the end of the lesson. As a class, you can perform at any time to an audience. You might decide to choose some of your songs to perform as part of your Step 6 assessment. You might decide to organise a special concert at a different time. It's up to you! Talk together about each element of your lesson and what you would like to perform. Share thoughts and feelings.

It's a good idea to record your 'end of lesson' sharing as part of the **formative assessment** process. You will have the option to revisit and perform a song/s of your choice in Step 6 as part of the **summative assessment** process. Talk about the progress you have made.



### Learning Focus

Share a performance of the learning that has taken place in the lesson.

### Knowledge and Skills

- Create and present a holistic performance with some understanding of the songs you are singing and how the activities fit with the songs
- A performance is sharing music with other people, called an 'audience'
- Present what has been learnt in the lesson
- *Introduce the performance with an understanding of what the song is about and anything else connected to it and you*

### Notes

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