



## SOUND FOUNDATIONS



Lesson number:	5 (In the time of 4)	
Learning objectives: I can conduct in the time of 4 I can perform actions with words I can follow symbols and perform different rhythms.		
<b>BRICK 1:</b> SOUND and TEXTURE	What's in the bag: Stem sentence: I can hear a _____ sound. Reveal the object (maraca) The sound is made by _____.	
<b>BRICK 2:</b> RHYTHM and DYNAMICS	<b>RIBBON TIME:</b> Listen to the musical extract and use the ribbon to conduct the time of the beat: <a href="https://www.musicpartnershipnorth.co.uk/c/1311889-original-scheme/1311890-year-r/1312260-me/lessons/143771-me-step-6">https://www.musicpartnershipnorth.co.uk/c/1311889-original-scheme/1311890-year-r/1312260-me/lessons/143771-me-step-6</a> Demonstrate before the music, slowing the 'conducting' down- use language "down, across, across and up' and imagine we are drawing the lines like a shape	Rhythm Grid- 4 x 4 grid Recap on the musical words (ta and sh) Together, clap the rhythms for rhythm grids 1 and 2.
<b>BRICK 3:</b> MELODY and TEMPO	Nursery Rhymes to go over: 1, 2, 3, 4, 5 Once I caught a fish alive Pat-a-cake, baker's man, 5 little ducks New song: Things for fingers <a href="https://www.musicpartnershipnorth.co.uk/c/1311889-original-scheme/1311890-year-r/1312260-me/lessons/143771-me-step-6">https://www.musicpartnershipnorth.co.uk/c/1311889-original-scheme/1311890-year-r/1312260-me/lessons/143771-me-step-6</a>	

	Teach the different verses and learn the accompanying actions- begin by altering the tempo and make sure that the actions are performed with the correct words.
<u>Assessment</u>	I can listen with increasing concentration and talk about sounds that I can hear using describing words.
	I can wait for my own turn and listen whilst the teacher and my friends play.
	I can clap the pulse and keep in time to the pulse of the music without slowing or getting faster.
	I can conduct time in the time of 4 (using a ribbon).
	I can clap a simple rhythm in the time of 4
	I can remember the words to a song and perform actions at the same time.