

Name of Trainee: \_\_\_\_\_ Session ref: 130516(1) \_\_\_\_\_

## Foundation Phase Focus Plan

Personal Training Target(s) : To manage several groups in the outdoor learning environment, ensuring all pupils are on task and working safely in the confined space (S3.3.8, S3.3.9).

Date: 13.5.16 \_\_ Class: \_\_ Year 1 \_\_  
No of chn: 27 \_\_ Age: 5-6 \_\_

2d



**Learning objectives/intentions:** To work as a team to decide on noises and instruments to compose their own minibeast music that represents the creature's movement

- Success Criteria:** I have:
- Explored a range of musical instruments
  - Experimented with different ways of making and organising sounds
  - Collaboratively worked with my group to compose our own music piece that represents our creature moving
  - Performed our composition to peers and listened to peer feedback

**Meeting learners' needs:** NS and I will be working with groups scaffolding the learning by asking prompting questions. We will model how to use an instrument if a pupil does not know how to. M.H, J.R and O.D will need 1:1 support so will be placed in different groups.

### Introduction/plenary tasks

### Main activities

### Resources/ Key Vocabulary

### Assessment for Learning (strategies and opportunities)

**Introduction**  
Recap on what our topic is = nature, minibeasts. Ch will use their knowledge of minibeasts to think and respond to the range of musical stimuli that I play on the computer.

**Trainee focused task** (purpose, outline of trainee's role and children's learning):

Computer, a range of musical instruments, paper, pencils, block graph template, minibeast word problem solving games, Pads

Higher Order Questioning will be used throughout the lesson:  
Can you describe this music to the person sitting next to you? What do you notice about this music? What instrument might you use to give a high pitch sound? How are you going to represent the *tambourine* in your paper?

'Tortoises' = slow, steady pace, low pitch, graceful flowing melody. *What do you notice about the pace of the music? What minibeast is slow?*  
'Persons With Long Ears' = high and low pitch, short sharp notes and long notes held out. *What creature moves up and down? Scrunches its body in and out?*  
'Aquarium' = fast pace, flowing, gentle, delicate notes, high pitch, piano short notes. *Does this remind you of a creature that glides and flutters its wings in the sky?*  
'Fossils' = short, sharp beats. Fast pace. *What creature scurries very fast?*  
Introduce the different 'learning jobs' and create success criteria on board.

In groups of four ch will decide on a creature and compose a musical piece that represents its movements. They will need to verbally describe their creatures and decide whether or not it is small or big and whether it travels fast or slow. This should help them to decide the pitch and pace of their composition. *Is your music going to be loud or quiet? Will you play your instruments fast or slowly? Will you use instruments that give a high or low pitch/sound?* They will have a selection of musical instruments to choose from and will need to decide who is playing what. They will record their music using different symbols (~ ~ ~) = tambourine 3x, ( . . . ) = triangle 3x. Collaboratively they will compose and read their own music.

**Additional adult tasks** (purpose, outline of additional adults' role and children's learning):

Pace, movements, high/low, slow/fast, creatures, music, compose, musical instruments, perform

I will explore ch's responses/ideas during the introduction and question to gain a better understanding of their current understanding of music. This will help me adapt my teaching to meet the ch's needs in the focused task.

### Plenary

I will gather ch on carpet for a musical minibeast performance. I will encourage to make an overall self-evaluation. *Did your composition sound like the creature you had chosen? Which part of your composition do you like best? Why? Is there anything you could improve?*

KD to support pupils to create a block bar graph that shows the data collected on our 'Nature Scavenger Hunt'. They will log in to their Seesaw app on the iPad and transfer the data to a block graph in their numeracy books. The graph will represent what the ch saw (pine cone, spider's web etc) and how many times they saw it.

I will model how to compose during focused task and ask the ch to give me feedback.  
Peer-assessment during plenary.

Audience will give each group one star and one wish after they have performed their composition.  
Celebrate success!

### Independent learning opportunities:

- Minibeast word problem solving activities (crossword, Sudoku, word search etc)

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| Curriculum coverage (range and skills)                                                                                                                                                                                                                                                                                                                                            |                                                                                                                     |                |     |
| CD: explore a range of sound sources and experiment with different ways of making and organising sounds, create their own musical ideas and contribute to simple compositions, recognise and describe sounds, and listen and respond to music<br>Oracy: answer 'Who?', 'What?', 'When?', 'Where?', 'How?' and open-ended questions relating to own experiences, stories or events |                                                                                                                     |                |     |
| Literacy (LNF)<br>Contribute to conversations and respond to others, taking turns when prompted, follow more complex commands                                                                                                                                                                                                                                                     |                                                                                                                     | Numeracy (LNF) |     |
| ICT<br>Ch will independently use Seasaw application on iPads by applying their knowledge of data collection to create a new block bar graph                                                                                                                                                                                                                                       | Thinking<br>Ch will explore and create with sound by thinking and choosing what instruments they would like to play | ESDGC          | YCC |