

Music Year 1: Autumn Weather

Introduction

Here pupils learn a song with the help of a computer karaoke player.

Skills involved

What will the children learn?

The children will learn a four-verse song, evocative of Autumn. They will also begin to understand singing songs in two parts.

What prior experience do the children need?

Children need to be able to read or remember the words of the song. They also need some appreciation of different sounds and rhythms.

Equipment

- An interactive whiteboard or large screen
- A computer with player and music files already downloaded.

The Lesson

- Go to <http://forum.ngfl.gov.uk/WebX?230@138.eATTaTk2eh0.3@eebd79b> and choose the activity Autumn Weather
- Then download the free vanBasco player
- Download the words of the song and the file containing the music; all links are found in the activity
- Go through the words of the song and explain any difficult words
- Demonstrate where the words fit in using the karaoke file and player
- Use the player to separate the parts so that the children can sing along with each separately before putting it all together
- The karaoke accompaniment includes musical sounds that suggest wind, thunder, rain and puddles. Children can be asked to listen and identify these sounds.

Why are we using ICT?

ICT provides a visual stimulus and an easy way of learning where the words fit in using the Karaoke player. Singing parts can also be separated both as sound and visually.

References

QCA Schemes of Work ICT Unit 1C: The information around us; Unit 1F: Understanding instructions and making things happen

<http://www.standards.dfes.gov.uk/schemes2/it/?view=get>

QCA Schemes of Work Music KS1 Unit 7: Rain, rain go away

<http://www.standards.dfes.gov.uk/schemes2/music/?view=get>

Where do we go next?

- Pupils could give performances to other classes and incorporate the songs into assemblies or for parents
- The musical sounds can be solo'd using vanBasco's output window and then the children can identify in which parts of the song they appear
- Children could work to make the same type of sounds on instruments in the classroom. These could then be added to their performance of the song
- Children could work with well known rhymes and sing those in parts.

Differentiating the activity

- Typeset voice and piano scores are downloadable and could be used as an extension for children with some knowledge of musical notation
- More difficult songs could be used in the same way.

Reflecting on their work

- Did the pupils feel the song was evocative of Autumn? How much was due to the words, and how much to the musical sounds for 'weather'?
- Can the pupils identify any advantages in using recorded sounds? How easy was it to experiment?
- Would using ICT encourage them to make music with traditional instruments?