



EYFS/KS1

[LMT Curriculum – Year 2, Unit 5, Lesson 1]

Down in the jungle where nobody goes

Pupils will learn the song *Down in the Jungle*, identifying the verse and the chorus and accompanying on untuned percussion instruments.

Learning Objectives

- To sing with an awareness of the melody (P3);
- To understand that music can be split into different sections (URE3);
- To recognise changes in tempo and dynamics (L3).

Learning Outcome

- All pupils will sing a song in unison and recognise the chorus is repeated.
- Most pupils will sing song in unison showing an awareness of the shape of the melody; correctly identify the verse and chorus and play a simple accompaniment on untuned percussion instruments.
- Some pupils will have progressed further and will sing song in unison and in tune; suggest how to alter tempo and dynamics to create a desired effect and reflect this in their singing and on percussion instruments.

Lesson Activities

- Play the 'Catch the Fish' game. This game is useful for developing pupils' ability to watch a conductor and to respond to a signal. Hold one arm across your chest (the sea), wiggle fingers of other hand underneath the sea (the fish). When the fish jump out of the sea the children must clap to catch the fish. The aim is that all children clap at the same time.
- Learn the song [*Down in the Jungle*](#). The lyrics are:

Down in the jungle where nobody goes
There's a great big [insert animal], washing his clothes,
With a rub-a-dub here and a rub-a-dub there
That's the way he washes his clothes.

Boom boogie boom boogie boogie boogie [insert animal sound]
Boom boogie boom boogie boogie boogie [insert animal sound]
Boom boogie boom boogie boogie boogie [insert animal sound]
That's the way he washes his clothes.

- Ask children to suggest new animals for each verse. Once children are confident with the song think about how the song could be performed to match the animal. Think about changing the dynamics and tempo to suit.
- Show the children a selection of untuned percussion instruments and for each verse of the song ask children to select an instrument to accompany that verse. Remind children of the effect you're trying to create and the dynamics and tempo of that verse.
- Perform song with instruments and actions, encourage children to perform actions to the pulse of the song.



Extension Activities

Revise the song *A Walk in the Jungle* from Year 1 Unit 5 and accompany with percussion instruments played to a steady pulse.

Assessment

Can pupils follow the shape of the tune? Can they follow changes in dynamics and tempo?
Can the pupils suggest ways of altering the dynamics and tempo to match the animal they are singing about?



KS2

[LMT Curriculum – Year 3, Unit 5, Lesson 1]

Popcorn

Listen to a piece of 1960s 'Pop' music and discuss and respond to why it was so-named.

Learning Objectives

- When listening use the correct vocabulary for each musical dimension (pitch, duration, dynamics, tempo, timbre, texture, structure) (L4)

Learning Outcome

- All pupils will: use musical vocabulary when talking about recorded music
- Most pupils will: use musical vocabulary to help explain what they hear in different parts of a recording
- Some pupils will have progressed further and will: use musical vocabulary to identify and explain specific content they have heard.

Lesson Activities

- Learn the Hot Potato Song:

v1

(T) Let me hear your hot potato
(C) Say it again
(T) I said let me hear your hot potato
(C) Say it again
(T) I said (imitate panting for 6 beats) ooh that's hot
(C) (imitate panting for 6 beats) ooh that's hot

v3

(T) Let me hear your chipped potato
(C) Say it again
(T) I said let me hear your chipped potato
(C) Say it again
(T) I said chip and chop and chip and chop and chip and chop and chop them up
(C) I said chip and chop and chip and chop and chip and chop and chop them up

v2

(T) Let me hear your mashed potato
(C) Say it again
(T) I said let me hear your mashed potato
(C) Say it again
(T) I said mash mash mash mash mash mash mash it up
(C) I said mash mash mash mash mash mash mash it up

v4

(T) Let me hear your baked potato
(C) Say it again
(T) I said let me hear your baked potato
(C) Say it again
(T) I said yummy yummy, now let's eat
(C) I said yummy yummy, yummy yummy, yummy yummy, yummy yummy, now let's eat

- Listen to Popcorn by Gershon Kingsley (without the visual content). Play some of the opening section. What sort of music is it? What instruments can they hear? (It's all synthesized and was considered innovative for its time)
- Demonstrate different sounds made on a keyboard. Ask pupils what they think the music might be about - can they identify/comment on the tempo, duration of the melody notes, texture, melody, pulse and rhythm? (Display vocabulary cards) What



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sort of mood is created? How might they move to it? Provide clues for the children to see if they can guess the food being described.

- Complete a 'Listening and Responding Frame' to enable pupils to focus and explain different elements

Extension Activities

The music could be used as a stimulus for art work, dance and as a background for speaking and listening work in literacy.

Assessment

Can pupils use the musical vocabulary accurately? Does the vocabulary enable them to explain the qualities of the music?