Lesson 2 - Tempo

Year 1 Lesson 2 and 3 Spring 2: Tempo – The Bear Hunt

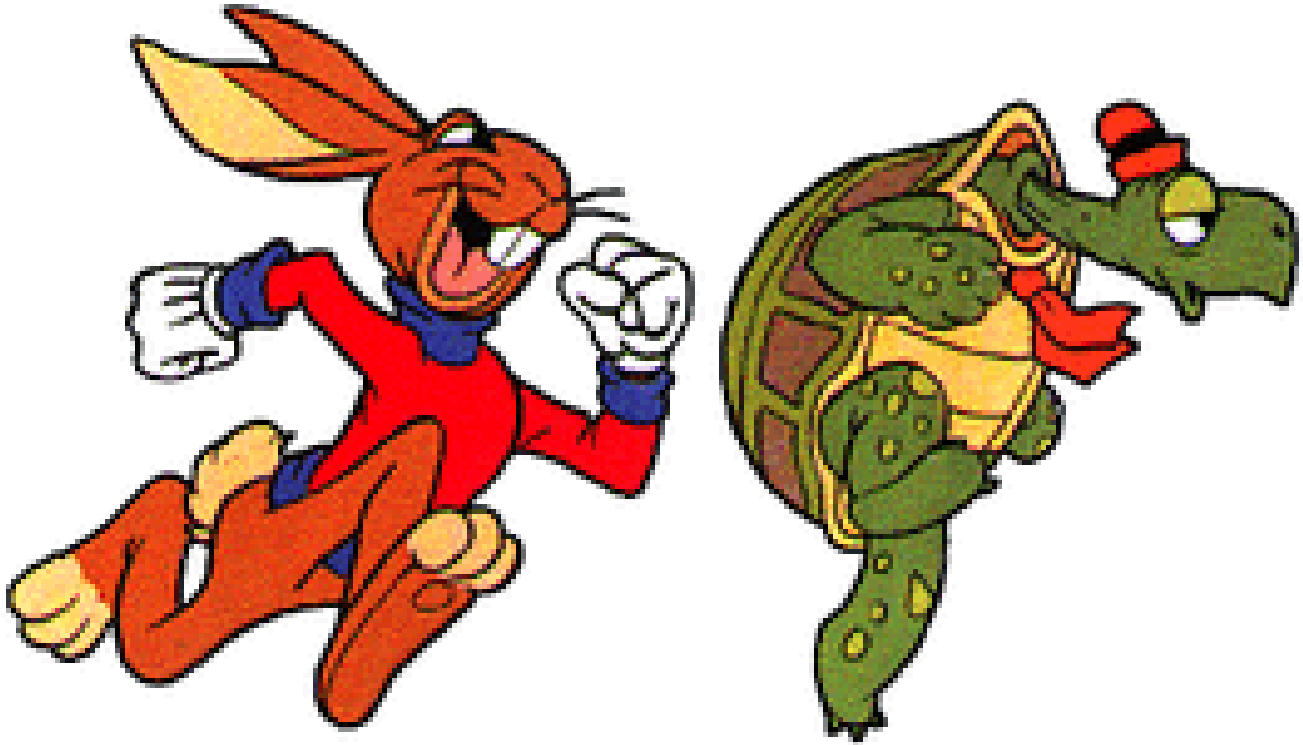
Teacher Knowledge: *We're Going on a Bear Hunt* is a 1989 children's picture book written by Michael Rosen and illustrated by Helen Oxenbury. It has won numerous awards and was the subject of a Guinness World Record for "Largest Reading Lesson" with a book-reading attended by 1,500 children, and an additional 30,000 listeners online, in 2014. At each obstacle is an onomatopoeia description. Before each obstacle the children chant the refrain:

Knowledge Objective	Task	Lesson Detail	Vocabulary
I know that the tempo of a song can be used to create an atmosphere **This lesson will run for two sessions. This will give children an opportunity to listen to Michael Rosen's performance, talk about how the tempo changes, compose their own lyrics, add percussion and perform.**	**Task:** To listen and respond to a piece of music. To identify the dynamics in a song by holding the appropriate card – **'f' and p'.** **Success Criteria:** I can explain what dynamics are. I can sing at different dynamics. I can recognise dynamic changes by holding appropriate cards.	**Begin lesson listening to:** https://www.youtube.com/watch?v=25QyCxVkXwQ The Lion King - Can you feel the love tonight by Elton John. What instruments did you hear? What type of music is this? What did you notice about the dynamics? How did it make you feel? Why? **Prior Learning:** The children will have listened to a variety of music showing different tempos. They will know what tempo means and will have sung a song showing different tempos. Can they think of any songs with a slow tempo like the one they have just heard e.g. Hush Little Baby lullaby. Can they think of a slow animal from the previous week? What continent did it come from? **Teach:** http://www.viewpure.com/0gyI6ykDwds?ref=bkmk We're going on a bear hunt performed by Michael Rosen **Talk Task:** *What did they notice about the story? E.g. It is repetitive like a steady beat. Why does the tempo change? What atmosphere does it create for the reader?* **Task:** Today we are going to create some more lyrics to the song. Think of a new hazard that they might meet. Decide whether the hazard is slow or fast e.g. slippery, thin ice – slip, slip slide could be fast / a wet dark tunnel – drip, drip, wooooo could be slow / a wobbly, rope bridge – wibble, wobble, wibble, wobble could be fast ***We're going on a bear hunt, we're going to catch a big one. What a beautiful day. We're not scared. Oh no! Slippery, thin ice. Can't go over it. Can't go under it. Uh oh! We'll have to go through it. Slip, slip slide.*** **Plenary:** Perform their composition. Can they add percussion instruments to accompany their sound? e.g. claves representing the water dripping/a wobble board for the wobbly, rope bridge.	Film music Sound effects Tempo Lyrics Relevant Musicians Elton John (1947 -) Musical Elements Tempo Dynamics

Suggested Resources: PowerPoint, recording devise e.g. I-Pad, Dictaphone, copy of 'We're going on a bear hunt' by Michael Rosen.

Year 1
Spring 2
Lesson 2

Tempo



Let's Listen



The Lion King – Can you feel the love tonight

What instruments did you hear?

What type of music is this?

How did it make you feel? Why?

What did you notice about the dynamics?

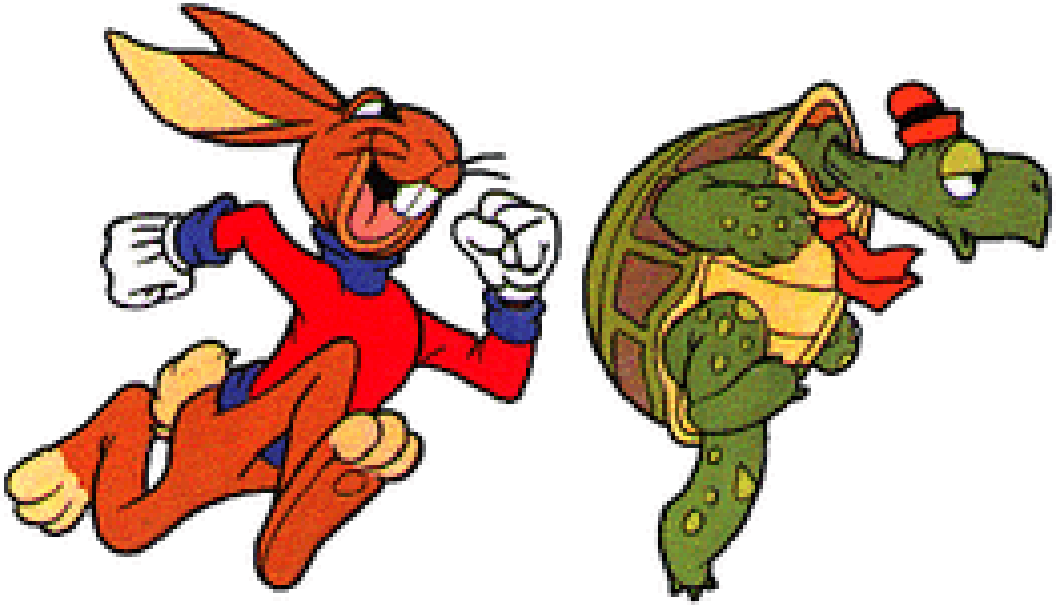
https://www.youtube.com/watch?v=25QyCxVkXwQ

Prior Learning

What does tempo mean?

Can you think of any songs with a slow tempo?

What slow and fast animals did we talk about last week?



Our Knowledge Organiser



Animals that move quickly

PRESTO



Animals that move slowly

LARGO



Tempo

Vocabulary

Tempo - how fast or slow something is playing

Lyrics – are words that make up a song

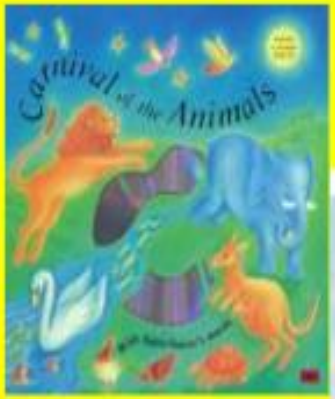
Composer – an author of music

Largo – means slow

Presto – very fast









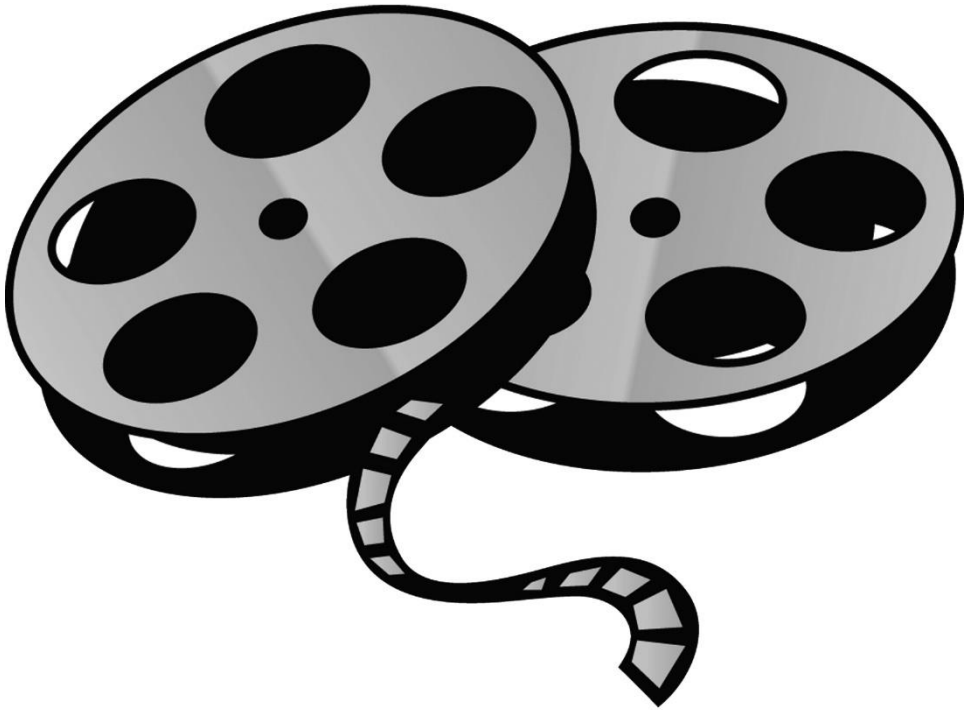
Key Vocabulary

Film music

Sound effects

Tempo

Lyrics



L.O: To know that tempo means how fast or slow something is



Success Criteria:

I can sing at different tempos.

I can explain what tempo means.

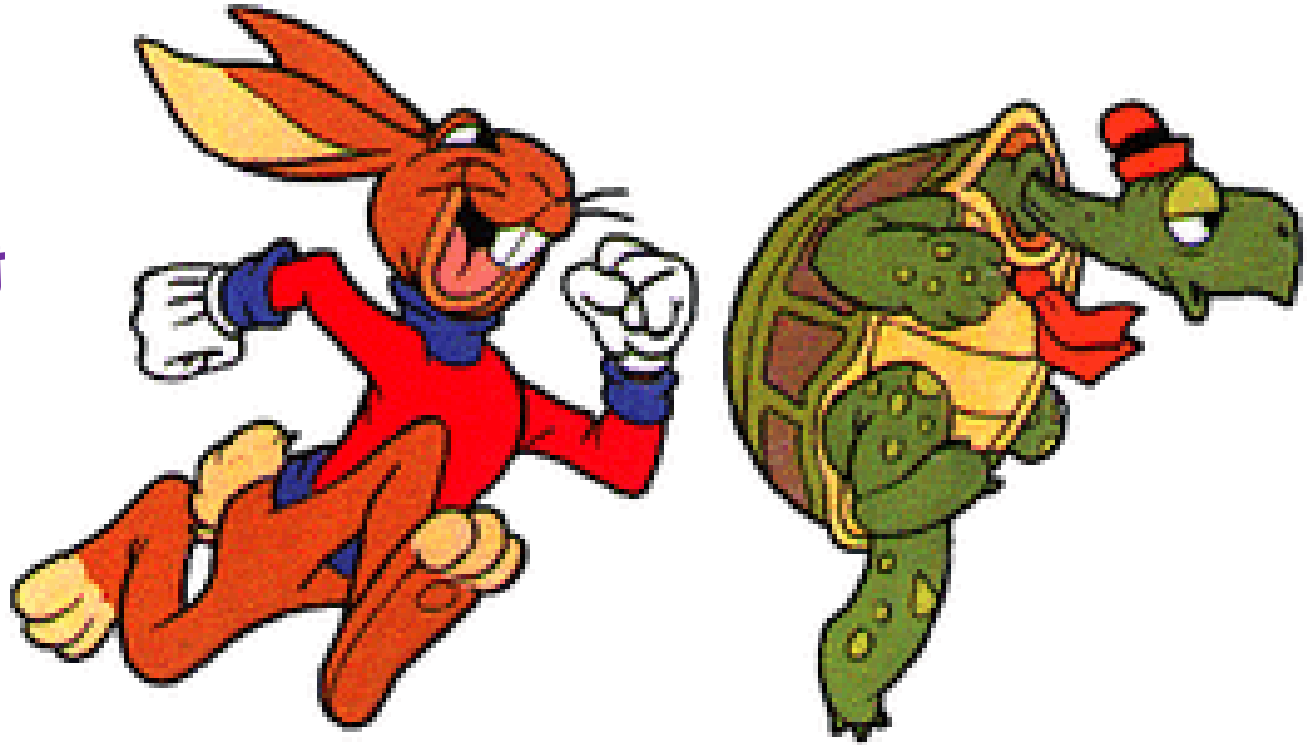
Here are today's key words:

Film music

Sound effect

Tempo

Lyrics



Teach

Watch: We're going on a bear hunt

http://www.viewpure.com/0gyI6ykDwds?ref=bkmk



Talk Task

What did you notice about the story?

Why does the tempo change?

What atmosphere does it create for the reader?



Task



Today we are going to create some more lyrics to the song.

What new hazard they might meet?

Decide whether the hazard is slow or fast
e.g. slippery, thin ice – slip, slip slide could be fast
a wet dark tunnel – drip, drip, wooooo could be slow
a wobbly, rope bridge – wibble, wobble, wibble, wobble could be fast

Example
"We're going on a bear hunt, we're going to catch a big one. What a beautiful day. We're not scared. Oh no! Slippery, thin ice. Can't go over it. Can't go under it. Uh oh! We'll have to go through it. Slip, slip slide"

Now have a go yourself!

And finally…

Perform your composition.

Can you add a percussion instrument to accompany their sound?

