

# TUNNELWORKS

## KS1 CORE ACTIVITY

### LESSON PLAN

Creatively respond to a piece of music and create a river journey.

#### Learning intentions:

- To identify the sounds embedded in Soundscape
- Discuss the music piece and the thoughts and feelings it evokes in their minds
- Respond creatively to the piece through descriptive language, colours and pictures

Lesson outline	Assessment for learning	Resources
<p><b>Starter:</b> Discuss our five senses and why they are used. Talk about what we rely on the most, e.g. sight to see things around us. Discuss how sounds are important to let you know what is happening around you.</p> <p><b>Differentiation:</b> If children have a hearing impairment, play the visual presentation and make sure the other children face away.</p>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class discussion</li> </ul> <p>Why do we need our senses?</p> <p>Which of your senses do you use most often?</p>	<ul style="list-style-type: none"> <li>• IWB</li> <li>• Audio system</li> <li>• Soundscape presentation</li> <li>• Worksheet 1</li> <li>• Art equipment</li> </ul>
<p><b>Main activity:</b> Ask children to lie on the floor, close their eyes and imagine they are on a raft, drifting along a river and to listen closely for sounds that may help them to describe where they are.</p> <p>Play the piece of music. Encourage active listening by asking children to picture what they think the sounds might look, feel or smell like.</p>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Mixed ability partner talk</li> <li>• River journeys</li> </ul>	

Lesson outline	Assessment for learning	Resources
<p>After the piece has been played, find out what sounds they heard and if they knew it was the River Thames. Ask children for different adjectives to describe the River Thames and create a class word bank. Consider sights, smells, tastes and textures and how they felt listening to it.</p> <p>Hand out worksheet 1 and explain how they will create a river journey. A suggested carousel of tasks to organise the activity is below:</p> <ol style="list-style-type: none"> <li>1. Draw pictures of what they think they would see on the river and in London</li> <li>2. Fill a section of the page with descriptive words</li> <li>3. Use the words to write descriptive sentences, describing what they heard and how they felt.</li> <li>4. Children imagine they cannot use words, only colour to describe the London Thames. Experiment with colours or textures and explain their choices - e.g. What colour do you think the river is? Why do you think this is?</li> </ol> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Have a bank of descriptive words available for children to copy.</li> <li>• Extend children's descriptive writing by challenging some to write stories or poetry.</li> </ul>	<p>What can you hear?</p> <p>Do you recognise these sounds?</p> <p>How does this music make you feel?</p> <p>Did you know it was the River Thames? Why?</p> <p>What images do the sounds create in your mind?</p> <p>What sights or smells did you imagine?</p> <p>What do you think the weather is like?</p>	
<p><b>Plenary:</b> Bring the class together and ask groups to show their work. Find out how similar or different each group's river journeys were. Depending on real life experience of the river, ask children to discuss how well they thought Soundscape represented the River Thames.</p>	<p>Can you think of other sounds you might hear along the River Thames?</p>	

# TUNNELWORKS

## KS1 DANCE

### LESSON PLAN

Exploring river movements.

#### Learning intentions:

- To explore different pathways, shapes and levels
- To use descriptions of the river to create travelling movements

Lesson outline	Assessment for learning	Resources
<p><b>Warm up:</b> Children become fish in the river. Split in small groups and allocate a leader who they follow at all times. Assign three warm up activities to a number, for example, 1 - fast walk, 2 - skip, 3 - hop. Shout out the number 1, 2 or 3 and children do the action whilst following their leader.</p> <p><b>Main activity:</b> As a class, discuss adjectives/verbs to describe a river and its movements. Explain they will imagine they are part of a river and will create travelling movements. Pick a word, such as 'twisting' and ask a child to show a simple movement that represents this word, such as a jump and 360° turn. In pairs, ask children to practise it in time with their partner. Can they think of another movement for twisting?</p> <p>Encourage children to think of other descriptive words and develop simple movements. Challenge some children by asking them to vary the level or speed of the action. Emphasise that as they are moving as one, they will need to mirror each other's movements.</p>	<p>Self and peer assessment</p> <p>Success criteria:</p> <p>Can children create 2 - 4 different travelling movements?</p> <p>Can children change dynamics with different directions or fast/ slow movements?</p> <p>Can children vary the levels?</p> <p>Can children assess their work and suggest improvements?</p>	<ul style="list-style-type: none"> <li>• Descriptive words or phrases of river movements</li> <li>• Audio sound system</li> <li>• Soundscape music</li> </ul>

Lesson outline	Assessment for learning	Resources
<p>Mini plenary - show what they have so far and ask for peer feedback with suggestions of how to improve.</p> <p><b>Extension:</b> Can they put two or three of these movements together to create a short sequence?</p> <p><b>Cool down:</b> Lie on the floor, play music and imagine they are part of the River Thames on a journey through London.</p>		

**Key vocabulary:** sequence, travel, transition, fluid, dynamics, river, patterns, movement, shapes, twist, turn, jump, roll

**Curriculum links:** 3a, 3c, 6a, 6b, 6c

# TUNNELWORKS

## KS1 MUSIC

### LESSON PLAN

Exploring sounds in our environment.

#### Learning intentions:

- Listen carefully to sounds and describe what they are like
- To use basic music vocabulary to describe what the sounds are like
- Experiment with a variety of instruments

Lesson outline	Assessment for learning	Resources
<p><b>Starter:</b> Listen to Soundscape again and discuss the music that has been used in the piece and the embedded sounds. Ask them to choose sounds and describe them. Are they loud or quiet? Is there a steady beat? Ask children why they think some of the sounds are easier to hear than others.</p> <p><b>Main activity:</b> <i>What is the sound?</i> Have a ready-made bag of objects or instruments to make sounds which children guess. If additional adult support is available, ask them to make a noise in another area of the room. For children with a hearing impairment, make the sounds visible to them.</p> <p>You may find it useful to incorporate the Sound Walk worksheet as an activity to challenge their perception of what sounds are going on around them.</p>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class and partner discussions</li> </ul> <p>Are they quiet or loud sounds?</p> <p>What sounds can you hear around you?</p> <p>Do the sounds have a steady beat?</p> <p>Are the sounds easy to hear? Why/why not?</p> <p>How can we use only our voices or body to create different types of sound?</p> <p>What is the quietest/loudest sound you can make with your instrument?</p>	<ul style="list-style-type: none"> <li>• Descriptive words or phrases of river movements</li> <li>• Audio sound system</li> <li>• Soundscape music</li> </ul>

Lesson outline	Assessment for learning	Resources
<p><b>Extension:</b> Challenge children to find objects in the classroom that make different types of sounds. For example, pencils, scrap materials, surfaces or use instruments if they are available. Children experiment with the sounds in groups. Give each group a focus, for example, to play it softly, loudly, quietly etc.</p> <p><b>Plenary:</b> Ask each group to play their 'instruments' to the others, who will be closing their eyes. Can they identify what they are playing? How can they play their instrument differently so that it's difficult for others to guess the sound?</p>		

**Key vocabulary:** rhythm, beat, instrument, loud, fast, quiet, tempo, pitch

**Curriculum links:** Music 1c; 2b, 2c; 3a, 3b 4b, 4c; 5a, EN1 2f