



10–15 mins

Objective and musical focus

Supporting SEND pupils through music to engage with movement and working with others.

Rhythm, using instruments to create sounds and moving to music.

Instruments

Small drums, tambours, rainmakers and maracas.

Accessibility

This lesson plan is suitable for students with speech and language difficulties.

Visual aids and other resources

Pictures of musical instruments and blue, green and white scarves.

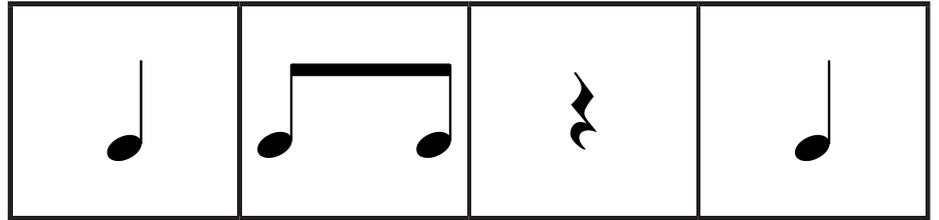
Space required

A school hall or a large room is needed.

1. Warm up Activity

Tapping game

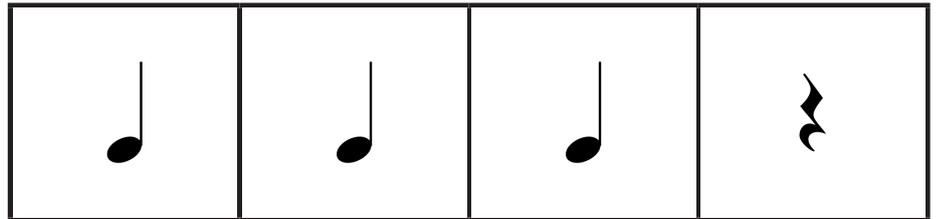
You sit with the pupils in a circle on the floor and begin to tap a rhythm on your knees, while encouraging the pupils to join in. For example:



You then stop and ask a pupil to start a new rhythm. All of the group should now copy this new rhythm.

Repeat with several different students starting the new rhythm. (5–7 minutes)

Continue to introduce new rhythms to the group by tapping out the rhythm to each pupil's name. You should go first by tapping out the rhythm of your name, e.g. Ms Jackson – three knee-taps, or:



Go around the circle, giving every pupil the opportunity to tap out his or her name. (5 minutes)



25 mins

2. Listen to the music

Take You Home



Explain to the pupils that they are going to use instruments and scarves to perform the song, *Take You Home*.

Play the song to the group and ask the pupils to listen carefully.



Play the song *Take You Home* using *Bring the Noise: Play It!* interactive tool on our website.

Give out the coloured scarves and ask the pupils to listen to the song again, but this time to move as if the scarves are waves in the ocean. (10 minutes)



Bring the pupils back into the circle and place the listed instruments in the circle. Ask the pupils to come and choose an instrument. Divide the pupils into two groups, one with drums and tambours, and the other with rainmakers and maracas.

Hold up the pictures of the different instrument when it is time for them to play.

Encourage tapping the drums, tambours and maracas in a rhythm. Allow time to practise and time to swap instruments. (15 minutes)




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Take You Home song structure

1. Introduction – 4 bars
2. Verse – 8 bars
3. Chorus – 4 bars
4. Verse – 8 bars
5. Pre-chorus – 4 bars
6. Verse – 8 bars
7. Chorus – 8 bars

3. Performance

Divide the class into three groups and arranged into three rows, with each group on a row.

The groups and the order of the rows should be:

- pupils with scarves to create the movement of the ocean (front row, kneeling)
- pupils with rainmakers and maracas (second row, sitting on chairs)
- pupils with tambours and small drums (third row, standing)

Play the song and point out to the pupils when they are needed to play their instrument in the right section.

The instructions for each of the sections are:

- Introduction: pupils with scarves, rainmakers and maracas play
- Verses: pupils with drums and tambours play
- Pre-chorus: all of the pupils play
- Choruses: pupils with scarves, rainmakers and maracas play



4. End of lesson

Cool down

Ask the pupils:

- how they felt taking part in the performance
- if they had a favourite instrument to play

Conclude by explaining to the class the importance of listening and working together.

Extension

The song, *Take You Home* can be used to form part of an assembly about friendship and working together.



Key words

Improvise: making up sounds on the spot, in the moment.

Lyrics: words to a song.

Pulse: a steady beat, like a ticking clock.

Rhythm: a pattern of long and short sounds.

Structure: the order of sections in a song.

Curriculum links

Science
Drama
Dance
Literacy