



5 mins

1. What is a Robot?

Listen and enjoy the song *I am a Robot*. Have a look at some pictures and videos of robots and talk with the class:

- What is a robot?
- What do the children know about them?
- What do they look like? How do they move?
- What can/can't they do?



15–20 mins

Objective and Musical Focus:

Listen and respond;
Moving in time;
Creativity and imagination

Instruments? No

Accessibility:

This lesson plan is suitable for all pupils. However, you may need to modify the activities to consider pupils who have mild learning difficulties and specific learning difficulties.



Use the *Bring the Noise: Play It!* interactive tool on our website to play songs with the vocals removed.

2. Being a Robot

Sit the children in a circle. Tell them we are all going to turn ourselves into imaginary robots! Always encourage the children to keep listening and move in time to the music.

Start with how a robot's head might move - ask different children to show their robot heads. Invite everyone to copy the 'moves', moving to the shoulders, arms, hands, legs and feet. How might the robot walk? Can the children walk like a robot?

Listen to the song – the lyrics are in a 'robot voice'; practise saying the key line of the song in a a robot voice.

**I am a robot
I go beep-beep-beep beep-bop**

Play the song again without the vocals; join in with the 'I am a robot' using your new robot voices and copy the leader's 'robot moves'. (Just use head, arms and hands. i.e. stay on the spot!) The leader could be the teacher or a child.

- In the 'This is my robot dance' section, invite one or two 'robots' to dance in the middle of the circle and show off their robot moves!
- Each time the 'I am a robot' section returns, everyone stands still and does the robot moves on the spot, copying the leader.
- Select new robots to dance in the middle of the circle each time the 'This is my robot dance' section returns.



15–20 mins

Objective and Musical Focus:

Creativity and imagination;
Rhythm and movement

Instruments? No

Accessibility:

Suitable for Vision, Motor, Hearing and Cognitive impairments with minor adaptation.



Find examples of different dance styles to show to the children. Which dances are the most robot-like to the class?

Curriculum Links

Communication and Language

Physical (Moving and Handling)

PSED (self-confidence & self-awareness)

Understanding of the World (People and Communities, World, Technology)

Expressive arts and design (Exploring, Imagination)

3. Robot Dance

Invite the children to create their own robot performance, using their own robot designs and ‘programmed’ dance moves.

A collaborative robot story

Invite the class to design their own robots; either through drawing and painting them or building them from recycled materials (e.g. cardboard boxes).

This craft activity can be done in a separate session to the activities below.

With the class’ robots drawn or built, ask the children about their robots.

- What is the robot’s name?
- What are the likes and dislikes of your robot?
- What can your robot do?
- How do you look after your robot?
- Write a shared story from the class’ suggestions about their robots.

Programme your ‘Robot’ students

- Remind pupils of toys and mechanical devices that may be used for Maths or Computing sessions. Use them to show how machines can be programmed to do what we want them to do.
- Invite the children to become robots again and ‘program’ an instruction. E.g. walk forwards for 4 steps; move your head from side to side 4 times.
- Give simple instructions to the robot class to follow.
- Put children in pairs and tell them to take turns in giving instructions.
- Can you give the robot 2 instructions together? E.g. nod your head 3 times then turn around.

This is your robot dance!

You can use the *I am a Robot* song as a springboard to the children performing their own song about robots.

Use the story about the class’ robots and the ‘programmed’ robot dance moves to create lyrics and choreography.