

SAMPLE LESSON PLAN

Responding to music

Learning Focus: Respond to music by listening and moving, and consider where and why people make music.

Activity length: 30 minutes
Suitable for PP-YR6

INTRODUCTION:

Think about your favourite song to listen to – how does it make you feel? Some make us feel calm and quiet, while others make us feel bright and happy.

LESSON CONTENT:

Listen to the following pieces of music. You might like to lie down and close your eyes to help you focus on identifying how the music makes you feel. As you listen, you might imagine particular colours or shapes that suit the sounds. You might even be able to identify what instruments you can hear playing!

Have a discussion as a class about how the music made you feel. If students do not feel comfortable sharing with the class, they may like to share with a partner next to them.

Gustav HOLST

[Jupiter](#)

STRAUSS II

[Blue Danube](#)

TCHAIKOVSKY

[Dance of the Sugar Plum Fairy](#)

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You may like to play an excerpt of each piece or one in entirety, depending on available time. Music is not only created to listen to, it's also composed to move to! How would your body move to these different pieces of music? How does this music make you feel?

PRIMA

[Sing Sing Sing](#)

BERNSTEIN

[Mambo](#)

Further learning could be delivered on dance forms, including: ballet, waltz, swing or mambo.

CONSOLIDATION:

How does music change the way we move? How do we feel when the tempo (speed) is slow or the dynamic (volume) gets louder?

What would the music sound like if we were watching a movie about...

A loveable pet

A magic forest

A pirate's life

Encourage students to use descriptive language to describe the music.

EXTENSION:

Listen to the *Dance of the Sugar Plum Fairy* from the *Nutcracker Suite* and discuss what the story may be about in this part of the music.

What musical elements connect to different aspects of the students' imagined stories?

(E.g. Do the pizzicato notes in the strings make the music sound like someone tip toeing along?)