

Space Lesson Plan: Pattern-Makers

This lesson is suitable for primary and secondary pupils with profound or severe learning difficulties and may be suitable for some pupils with autism. These pupils may be starting to recognise, copy, and/or create simple patterns of sound, e.g. recognising or vocalising individual words, getting quieter or louder, getting faster or slower, a steady beat. This lesson offers pupils opportunities to listen to, create, and interact with different music and sounds that relate to the theme of space.

Resources needed:

- A small selection of percussion instruments for pupils to choose from and play - anything!
- A picture of a rocket, pictures of any other modes of transport (bus, train, plane etc.)
- Chime bars or any other metallic-sounding percussion instrument.

Backing tracks:

- Hello Song
- Sound and Silence
- Rocket Song
- Goodbye Song

Music learning outcomes



1. **Listening:** to respond to simple patterns of sound (e.g. start and stop, getting louder/quieter, getting faster/slower, a steady beat, very simple rhythms)
2. **Creating:** to create simple sound patterns by vocalising or using an instrument or their body (e.g. start and stop, getting louder/quieter, getting faster/slower, a steady beat, very simple rhythms)
3. **Interacting:** to copy simple patterns that another person has made or to recognise that their simple patterns have been copied back to them (e.g. getting louder/quieter, getting faster/slower, a steady beat, very simple rhythms)



Links to wider curriculum



PSHE: Playing and working together
 EYFS: Communication and Language (turn-taking, imitating, and responding to others using instruments and vocalisation; vocabulary development), Physical Development (gross and fine motor skills), Understanding the World (travel, space), Expressive Arts and Design (music)



Key vocabulary



Rocket, moon, numbers 1-10, today, hello, goodbye, friends

	Activity description	Learning
<p>Hello Song</p>	<p>Sing hello to each child (and staff member too if you like) in turn.</p> <p>Pick a 'hello song instrument' (this can be anything). When it's their turn to be sung to, pass the pupil/staff member that instrument to explore whilst everyone sings hello to them.</p> <p>It is important that you and the other members of staff sing along with the song too because the children know your voices and so will be more likely to respond. You do not have to be brilliant singers!</p> <p>Lyrics: [name], [name], [name], hello hello</p>	<p>What to look for: Children starting to vocalise to the song or singing individual words perhaps. Children moving or playing to the beat of the song.</p> <p>Music learning outcomes: 1 and 2</p>
	<p>Backing track with singer:</p> 	<p>Backing track without singer:</p> 

	Activity description	Learning	
<p>Let's All Listen to...</p>	<p>From a box of percussion instruments, offer each child a choice of two instruments and choose one for yourself as well. Sing the song with the backing track whilst playing your percussion instrument and encourage pupils to play and stop together with you when the music does.</p> <p>Lyrics: <i>You're playing with the music joining in When you hear the song start you begin But when it stops, you stop too [PAUSE] Listen all around, not a sound But then when you're ready to get going again</i></p> <p><i>You'll be playing with the music joining in A little bit of rhythm and a lot of swing But when it stops, you stop too [PAUSE] Listen all around, not a sound But then when you're ready to get going again</i></p> <p><i>You'll be playing with the music joining in Making lots of noise, what a din But when it stops, you stop too [PAUSE] Listen all around, not a sound</i></p>	<p>What to look for: Pupils playing along with the music and making a steady beat with their instruments or movements. Pupils responding to changes (e.g. starting and stopping playing with you/the music, or changing their playing pattern to fit with yours)</p> <p>Pupils starting to vocalise along with the song or to sing/speak certain words.</p> <p>Music learning outcomes: 1, 2, and 3</p>	
		<p>Backing track with singer:</p> 	<p>Backing track without singer:</p> 

	Activity description	Learning
<p>Rocket Song: Part 1</p>	<p>This song has two contrasting sections that are separated in the middle by a countdown from 10 to lift off.</p> <p>Section 1: Encourage pupils to play along to the backing track with their instruments. Try to model playing to the beat with your own percussion instrument for this section and ask any available staff members to join you in this. Sing along to the simple words and encourage other members of staff to join in with this too as this will help your pupils to become familiar with the song. Repeat this first section a few times so that everyone has a chance to get used to it.</p> <p>Countdown: Encourage everyone to count down from 10 to lift off, or perhaps nominate one pupil to do this.</p> <p>Section 2: For the louder, faster section that follows. encourage pupils to play their instruments fast and loud with the music.</p> <p>Lyrics: <i>We're going on a rocket today We're going to the moon today</i></p>	<p>What to look for: Pupils making a steady beat with their instruments or movements.</p> <p>Pupils responding to changes (e.g. playing louder or faster when the music gets louder and faster, changing their playing to fit with what you are doing)</p> <p>Pupils starting to vocalise along with the song or to sing/speak individual words.</p> <p>Music learning outcomes: 1, 2, and 3</p>
	<p>Backing track with singer:</p> <div style="text-align: center;">  </div>	<p>Backing track without singer:</p> <div style="text-align: center;">  </div>

	Activity description	Learning
<p>Rocket Song: Part 2</p>	<p>Without the music, show each child in turn the picture of the rocket as you sing the line ‘we’re going on a rocket today’ and encourage them to tap the picture and/or say ‘rocket’. Then play the backing track for the first section and encourage them to do the same thing at the appropriate place in the song whilst you sing the words. Repeat the first section several times to do this with each pupil in turn. Build towards encouraging pupils to sing more of the words with the music.</p> <p>To extend this further, you can offer pupils the two chime bars (or other metallic-sounding percussion instrument) and encourage them to play them to the rhythm of ‘rocket’ whilst you and/or they sing ‘rocket’. You can repeat the first section several times to allow plenty of time for this activity.</p> <p>To extend this further again, you could offer choices of transport (e.g. bus, train etc.) and ask pupils to choose what they want to sing about.</p>	<p>What to look for: Pupils starting to sing or speak ‘rocket’ or other bits of the lyrics.</p> <p>Pupils copying you by playing the chime bars/other instrument to the rhythm and/or pitch of ‘rocket’.</p> <p>Music learning outcomes: 1, 2, and 3</p>
	<p>Backing track with singer:</p> 	<p>Backing track without singer:</p> 

	Activity description	Learning
<p>Goodbye Song</p>	<p>Go around to each child in turn and sing goodbye to them. Finish by singing the chorus of the song all together.</p> <p>Lyrics: <i>Now it's time to say goodbye to all our friends</i> <i>It's time to say goodbye to all our friends</i> <i>Say goodbye to [name]</i> <i>Goodbye to [name]</i> <i>Goodbye to [name]</i> ... etc. <i>Singing ai ai yippee yippee ai</i> <i>Singing ai ai yippee yippe ai</i> <i>Singing ai ai yippee, ai ai yippee</i> <i>Ai ai yippee yippee ai</i></p>	<p>What to look for: Children starting to vocalise to the song or singing individual words perhaps.</p> <p>Children moving to the beat of the song.</p> <p>Music learning outcomes: 1, with opportunities for 2 and 3</p>
	<p>Backing track with singer:</p> <div style="text-align: center;">  </div>	<p>Backing track without singer:</p> <div style="text-align: center;">  </div>