

<b>Date</b>	<b>Class level</b> Third Class and Fourth Class	<b>Subject</b> Music
<b>Strand</b> Composing	<b>Strand Unit</b> Improvising and Creating. Talking about compositions.	
<b>Title</b> Listening and Creating Percussion to Sea Songs.		
<b>Objective(s)</b> The aim of the lesson plan is for the children to be enabled to perform simple musical pieces that show a developing awareness of musical elements. The child should be enabled to describe and discuss his/her work and the work of other children.		
<b>Skills Required</b> Listening, Concentration, Motor skills.		
<b>Learning objectives</b>  The child should be enabled to:  Create a structured percussion accompaniment to "Quick March Sea Songs" Ralph Vaughan Williams featuring a first section, a contrasting middle section and repeated first section. Include pulse/rhythm in the percussion accompaniment.  Understand musical concepts such as: pulse (steady beat); duration (long / short, patterns, rhythm); tempo (fast / slow), pitch (high / low); dynamics (loud / soft); structure (same / different); texture (one sound / several sounds).		<b>Learning activities</b>  <b>Talk and Discussion:</b> Engage in purposeful listening to 'Quick March Sea Songs" by Ralph Vaughan Williams. Discuss the structure of the music and identify sections. Identify the pulse/steady rhythm within the piece.  <b>Group Work/Pair Work:</b> Working collaboratively using un-tuned percussion instruments plan and create a simple percussion accompaniment to the music. Perform the piece.  Provide opportunities for reflection and responding.
		<b>Resources</b> Untuned percussion instruments  'Quick March Sea Songs" Ralph Vaughan Williams.
<b>Differentiation</b> Differentiate group activities and roles to take account of individual needs, by support, task. Higher and Lower order questioning.		
<b>Assessment</b> Oral feedback from children, teacher observation, pupil performance samples.		

**Linkage and Integration**

English: Word Work/Word detective. Find as many words as you can hiding in the word 'percussion'

SESE: Geography: Erosion along the coast-does this differ from location to location. Is erosion on the West Coast of Ireland different from erosion on the East Coast?

Art: Fabric and Fibre: Waves, seashore collage- suggest movement in fabric and fibre.