


# Sample 50 minute Lesson Plans for “Musicianship & Aural Training for the Secondary School” Level 1 - Lessons 1 to 4

## 50 minute Sample Lesson 1a (MAAT 1 pages 1 and 2)

**RESOURCES:** Young Person’s Guide to the Orchestra, 2 lots of 8 beat circles, Videos, books

Time	CSP	Song/Activity/Procedure	Goals
0		1. Have <b>Young Person’s Guide to the Orchestra</b> playing as students enter room.	Listening Excerpt 1 (Book pg 111 & 112)
4	F	2. <b>One Plays a Solo</b> <ul style="list-style-type: none"> <li>teach song and sing in unison</li> <li>sing as canon - students on one part, teacher on the other</li> </ul>	Singing
9	A	3. <b>Categories</b> <ul style="list-style-type: none"> <li>play game</li> <li>Discuss "beat = heartbeat"</li> </ul>	M C beat
14	F	4. <b>Catch a Flea</b> <ul style="list-style-type: none"> <li>Learn song</li> <li>sing song pointing to beat circles</li> </ul>	Prep for <i>do, re, mi</i> (Lesson 4) & beat prac (Book pg 7 & 8)
18	A	5. <b>Make conscious rhythm Book pg 1</b> <ul style="list-style-type: none"> <li>Teach <b>Who’s That Yonder</b></li> <li>Sing song pointing to beat circles on board</li> <li>Sing song pointing to beat circles in book (pg 1)</li> <li>Ask students to listen while teacher sings and claps beat</li> <li>Ask “what was I clapping?”</li> <li>Ask to listen while teacher sings and claps rhythm</li> <li>“Was I clapping the beat or something different?” (rhythm)</li> <li>Ask students to describe what teacher was clapping (words)</li> <li>Tell students musicians call this the <b>rhythm</b></li> <li>Sing song clapping beat or rhythm as required</li> </ul>	M C Rhythm Book pg 1 <b>Video: Lesson 1 – Beat &amp; Rhythm</b>
30	A	6. <b>Who’s That Yonder</b> <ul style="list-style-type: none"> <li>word improvisation game</li> </ul>	Melodic practice
40	A	7. <b>Hot Cross Buns</b> <ul style="list-style-type: none"> <li>Learn song</li> <li>sing song pointing to beat circles</li> </ul>	Prep for <i>do, re, mi</i> (Lesson 4) & beat prac (Book pg 7 & 8)
45	F	8. <b>Dinah</b> <ul style="list-style-type: none"> <li>Learn song and sing as they leave the classroom</li> </ul>	Prep for  (Lesson 8) (Book pg 15 & 16)



## 50 minute Sample Lesson 1b (MAAT 1 pages 1 and 2)

**RESOURCES:** Young Person's Guide, 4 lots of 4 beat circles, IWB task, Videos, books

Time	CSP	Song/Activity/Procedure	Goals
0		1. Have <b>Young Person's Guide to the Orchestra</b> playing as students enter room.	Listening Excerpt 1
5	F	2. <b>One Plays a Solo</b> <ul style="list-style-type: none"> <li>• sing in unison</li> <li>• sing as two part canon - students in two circles</li> </ul>	Singing
9	A	3. <b>Make conscious</b> ♩ ♪ ♫ <b>Book pg 1</b> <ul style="list-style-type: none"> <li>• Sing <b>Who's That Yonder</b> clapping the beat then the rhythm</li> <li>• Write strokes for sounds you hear in beat circles on board</li> <li>• Teach rhythm names and sing</li> <li>• Teach English and American names</li> <li>• Sing in rhythm names</li> </ul>	M C ♩ ♪ ♫ Book pg 1 & 2  <b>Video: Lesson 1 – Crotchets, Quavers and Crotchet Rests</b>
18	F	4. <b>Long Legged Sailor - Game</b>	Fun
25	A	5. <b>What's the Time</b> Book pg 2/Video <ul style="list-style-type: none"> <li>• Sing <b>What's the Time</b> clapping the beat</li> <li>• Sing again clapping the rhythm</li> <li>• Write strokes for sounds you hear in beat circles on board</li> <li>• Listen to teacher sing in rhythm names</li> <li>• Sing in rhythm names</li> <li>• Revise English and American names</li> </ul>	Re M C ♩ ♪ ♫  Book pg 2
35		6. <b>Rhythmic Sightreading 1</b> Book pg 2 <ul style="list-style-type: none"> <li>• EXT - students tap the beat in one hand and the rhythm in the other while reading the rhythm names aloud and in their heads</li> </ul>	Prac ♩ ♪ ♫ Book pg 2  <b>Video: Lesson 1 – Rhythmic Sightreading</b>
38		7. <b>Practice</b> ♩ ♪ ♫ <ul style="list-style-type: none"> <li>• Echo Clapping using ♩ ♪ ♫ (EXT - Create and clap patterns instead of teacher. Students can write first for checking if required).</li> </ul>	Prac ♩ ♪ ♫
43		8. <b>Aural Work</b> Book pg 2 <ul style="list-style-type: none"> <li>• Q. 1 (EXT - Students can clap rhythms to be recognised for the class).</li> <li>• Q. 2 (EXT - Students can clap the rhythmic dictation they have completed and memorised for the class instead of the teacher for the final playings).</li> </ul>	Prac and assessment of ♩ ♪ ♫  Book pg 2
48	F	9. <b>Catch a Flea</b> <ul style="list-style-type: none"> <li>• Sing as they leave classroom</li> </ul>	Prep for pitch (Lesson 2)


## 50 minute Sample Lesson 2a (MAAT 2 pages 3 and 4)

**RESOURCES:** Young Person's Guide, 2 lots of 8 beat circles, videos, books

Time	CSP	Song/Activity/Procedure	Goals
0		1. Have <b>Young Person's Guide to the Orchestra</b> playing as students enter room.	Listening Excerpt 1
5	F	2. <b>One Plays a Solo</b> <ul style="list-style-type: none"> <li>Begin singing in three part canon (in 3 circles if needed)</li> </ul>	Singing
10	F	3. <b>Dinah - Game</b>	Prep for  (Lesson 8) (Book pg 15 & 16)
15	A	4. <b>Hot Cross Buns</b> <ul style="list-style-type: none"> <li>Sing <b>Hot Cross Buns</b> clapping the beat</li> <li>Sing again clapping the rhythm</li> <li>Write strokes for sounds you hear in beat circles on board</li> <li>Listen to teacher sing in rhythm names</li> <li>Sing in rhythm names</li> <li>Revise English and American names</li> <li>Walk beat and clap rhythm etc</li> </ul>	Re M C   Book pg 2
22		5. <b>Make conscious Book pg 3 &amp; 4</b> <ul style="list-style-type: none"> <li>Work through pages 3 &amp; 4</li> </ul>	MC Staff, stem direction, treble clef, pitch  Book pg 3/4 & <b>Video – Lesson 2 – The Staff</b>
30		6. <b>Melodic Practice –Book pg 4 Q. 3</b> <ul style="list-style-type: none"> <li>Treble clef writing</li> </ul>	Prac melody writing
32		7. <b>Melodic Practice – Book pg 4 Q. 6</b> <ul style="list-style-type: none"> <li>Aural Pitch Recognition</li> </ul>	Prac pitch recognition
35		8. <b>Melodic Practice</b> <ul style="list-style-type: none"> <li>Hand staff activities</li> </ul>	Prac staff etc
40	F	9. <b>Rhythmic Preparation</b> <ul style="list-style-type: none"> <li>Singing <b>Clap Click</b> using body percussion to emphasise the “strong weak” beat patterns</li> </ul>	Prep metre (Lesson 3)
45	F	10. <b>Catch a Flea</b> <ul style="list-style-type: none"> <li>Sing as they leave classroom</li> </ul>	Prep for pitch (Lesson 2)

## 50 minute Sample Lesson 2b (MAAT 2 pages 3 and 4)

**RESOURCES:** Young Person's Guide, 2 lots of 8 beat circles, videos, books

Time	CSP	Song/Activity/Procedure	Goals
0		1. Have <b>Young Person's Guide to the Orchestra</b> playing as students enter room. <ul style="list-style-type: none"> <li>Begin page 111 Q. 1 and 2</li> </ul>	Listening Excerpt 1
5	F	2. <b>Long Legged Sailor - Game</b>	Fun
10	A	3. <b>Melodic prep - Pitch patterning</b> <ul style="list-style-type: none"> <li>Teacher sings <b>Hot Cross Buns</b> on "loo" and asks if students recognise song</li> <li>Sing through showing high/ middle/ low actions</li> <li>Sing "high / middle and low" instead of words</li> <li>Teacher then sings unknown four beat phrases (using same tone set) for students to sing back using "high / middle and low".</li> </ul>	Mel prep
17		4. <b>Melodic Practice</b> <ul style="list-style-type: none"> <li>Hand staff activities</li> </ul>	Prac staff etc
20		5. <b>Melodic Practice</b> <ul style="list-style-type: none"> <li>IWB activity</li> </ul>	Prac staff, notes, stem direction etc
25	F	6. <b>One Plays a Solo</b> <ul style="list-style-type: none"> <li>Begin singing in four part canon (in 4 circles, changing direction at the end of each time through)</li> </ul>	Singing/Movement
30		7. <b>Rhythmic Practice Book pg 4</b> <ul style="list-style-type: none"> <li>Rhythmic Sightreading 2</li> </ul>	Prac ♩ ♪ ♫
35		8. <b>Rhythmic Practice Book pg 4 Q. 2</b> <ul style="list-style-type: none"> <li>Rhythmic Alterations</li> </ul>	Prac ♩ ♪ ♫
40		8. <b>Rhythmic Practice Book pg 4 Q. 3</b> <ul style="list-style-type: none"> <li>Rhythmic Dictation</li> </ul>	Prac ♩ ♪ ♫
45	F	10. <b>Laugh Ha Ha</b> <ul style="list-style-type: none"> <li>Learn song and sing as they leave the classroom</li> </ul>	Prep for  (Lesson 8) (Book pg 15 & 16)

### 50 minute Sample Lesson 3a (MAAT 3 pages 5 and 6)

**RESOURCES:** Young Person's Guide to the Orchestra, Composition prep on board, videos, books

Time	CSP	Song/Activity/Procedure	Goals
0		1. Have <b>Young Person's Guide to the Orchestra</b> playing as students enter room. <ul style="list-style-type: none"> <li>Finish page 111</li> </ul>	Listening Excerpt 1
5	F	2. <b>Clap Click</b> <ul style="list-style-type: none"> <li>Play game</li> </ul>	Fun and Prep metre (Lesson 3)
10	F	3. <b>Clap Click Book pg 5 &amp; 6</b> <ul style="list-style-type: none"> <li>Work through pages 5 &amp; 6</li> </ul>	M C metre etc Book pg 5 & 6 & <b>Video – Lesson 3 Metre</b>
18	F	4. <b>Laugh Ha Ha</b> <ul style="list-style-type: none"> <li>Sing in unison</li> <li>sing as canon - students on one part, teacher on the other</li> </ul>	Singing
25	A	5. <b>Rhythmic Practice</b> <ul style="list-style-type: none"> <li>Beat to rhythm with <b>Who's That Yonder</b></li> </ul>	Prac ♩ ♩ ♩ Movement
30		6. <b>Rhythmic Practice Book pg 6</b> <ul style="list-style-type: none"> <li>Rhythmic Sightreading 3</li> </ul>	Prac ♩ ♩ ♩
35		7. <b>Rhythmic Practice Book pg 6 Q. 7</b> <ul style="list-style-type: none"> <li>Beat circling</li> </ul>	Prac ♩ ♩ ♩
		8. <b>Rhythmic Practice Book pg 6 Q. 8</b> <ul style="list-style-type: none"> <li>Rhythm writing</li> </ul>	Prac ♩ ♩ ♩
		9. <b>Rhythmic Practice Book pg 6 Q. 9</b> <ul style="list-style-type: none"> <li>Rhythmic dictation</li> </ul>	Prac ♩ ♩ ♩
40		10. <b>Prepare composition</b> <ul style="list-style-type: none"> <li>As a class create an 8 beat composition and perform it from memory using only ♩ ♩ ♩</li> <li>Play around with it if time</li> </ul>	Rhythm prac / assignment prep

### 50 minute Sample Lesson 3b (MAAT 4 pages 7 and 8)

**RESOURCES:** Young Person's Guide to the Orchestra, Composition prep on board, videos, books, IWB activity

Time	CSP	Song/Activity/Procedure	Goals
0		1. Have <b>Young Person's Guide to the Orchestra</b> playing as students enter room. <ul style="list-style-type: none"> <li>Complete questions 8 &amp; 9 on pg 112</li> </ul>	Listening Excerpt 1 (Book pg112)
10	F	2. <b>Laugh Ha Ha</b> <ul style="list-style-type: none"> <li>sing in unison</li> <li>sing as two part canon</li> </ul>	Singing
15	A	3. <b>MC do re mi book pgs 7 &amp; 8</b> <ul style="list-style-type: none"> <li>Teacher sings <b>Hot Cross Buns</b></li> <li>Students sing "high / middle and low" instead of words with actions</li> <li>Teacher replaces actions with handsigns</li> <li>Teacher replaces words with <i>mi re</i> and <i>do</i></li> <li>Teacher explains "solfa"</li> <li>Complete page 7 on board and in books</li> </ul>	MC do re mi  book pgs 7 & 8 <b>Video – Lesson 4 Solfa and Handsigns</b>
23		4. <b>Rhythm Snake No 1</b>	Fun Prac ♩ ♪ ♫
30		5. <b>Melodic Practice</b> <ul style="list-style-type: none"> <li>Echo singing using <i>do re</i> and <i>mi</i></li> </ul>	Mel Prac <i>do re mi</i>
		6. <b>Melodic Practice book pg 8</b> <ul style="list-style-type: none"> <li>Melodic Sightreading 1</li> </ul>	Mel Prac <i>do re mi</i>  <b>Video – Lesson 4 Melodic Sightreading</b>
		9. <b>Melodic Practice</b> <ul style="list-style-type: none"> <li>IWB activity</li> </ul>	Prac ♩ ♪ ♫
40		10. <b>Rhythmic Preparation</b> <ul style="list-style-type: none"> <li>Beat to rhythm with <b>Dinah</b></li> </ul>	Prep 🎵 Lesson Eight
45	F	12. <b>On the Road</b> <ul style="list-style-type: none"> <li>Learn song and sing as they leave the classroom</li> </ul>	Prep for tonic solfa (Lesson 7) (Book pg 13 & 14)

### 50 minute Sample Lesson 4a

(Revision – Catch up lesson for activities not completed in previous lessons AND any activities not yet taught in overview)

#### RESOURCES:

<i>Time</i>	<i>CSP</i>	<i>Song/Activity/Procedure</i>	<i>Goals</i>
		1. Have <b>Young Person's Guide to the Orchestra</b> playing as students enter room. <ul style="list-style-type: none"> <li>Complete questions 10 &amp; 11 on pg 112</li> </ul>	Listening Excerpt 1 (Book pg112)
		2. Revision Lesson 1 pgs 89 and 90	Assessment
		3. Practice ♩ ♪ ♫ <ul style="list-style-type: none"> <li>IWB activity</li> </ul>	Prac and assessment of ♩ ♪ ♫
		4. Rhythmic Practice Book pg 6 <ul style="list-style-type: none"> <li>Rhythmic Sightreading 4, 5</li> </ul>	Prac ♩ ♪ ♫
		5. Melodic Practice book pg 8 <ul style="list-style-type: none"> <li>Melodic Sightreading 2</li> </ul>	Mel Prac do re mi
		6. Melodic Practice Book pg 8 Q. 10 <ul style="list-style-type: none"> <li>Melodic Recognition</li> </ul>	Prac ♩ ♪ ♫
		7. Melodic Practice Book pg 8 Q. 11 <ul style="list-style-type: none"> <li>Melodic Dictation - Solfa</li> </ul>	Prac ♩ ♪ ♫
		8. Rhythmic Practice <ul style="list-style-type: none"> <li>Ball bouncing game with 2 metre songs</li> </ul>	Prac ♩ ♪ ♫ Movement
		9. Rhythmic Practice <ul style="list-style-type: none"> <li>IWB activity Lesson 3</li> </ul>	Prac metre