

## Artis | Session Planning Sheet

### Journeys & Travelling Years 1 & 2

SESSION PLANNING SHEET		
<b>Subject:</b> Artis Performing Arts		<b>Subject/Topic:</b> Journeys & Travelling
<b>Class/Group:</b> Years 1 & 2	<b>Date:</b>	<b>Session No:</b> 2
<p><b>Learning:</b> Knowledge, Understanding, Skills, Values</p> <p><b>Overall Objectives:</b> By the end of the session children will be able to:</p> <ul style="list-style-type: none"> <li>Use their voice and body to develop a sense of steady beat/pulse</li> <li>Respond in movement to the words: 'Fast' and 'Slow'</li> </ul> <p><b>Language Objectives:</b></p> <ul style="list-style-type: none"> <li>Build vocabulary using pictures</li> <li>Provide listening opportunities for children to hear key vocabulary</li> <li>Encourage children to use a two-word phrase</li> </ul> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>My name's</li> <li>Run, Walk, Hop Jump, Swim, Drive, Row</li> <li>Fast, Faster</li> <li>Slow, Slower</li> <li>Melt</li> <li>Ship, Plane, Train, Car, Horse</li> </ul> <p><b>NB:</b> EAL focused activities are headed in underlined bold type</p>		<p><b>Artis Core Features Focus &amp; Descriptors:</b></p> <p>Language awareness Rhythmic awareness Body awareness Pitch awareness</p> <p><b>Resources:</b></p> <p>CD Player Chair Scarf/material rolled up Flipchart/something to display flash cards on Blue-tac Suitcase Puppet with arm rod A3 drawing of the puppet Triangle, tambourine/percussive instruments Red 'stop' sign Ball – big enough to easily pass</p> <p><u>Flashcards:</u> Run, Walk, Hop Jump, Swim, Drive, Row, Ski, Fast, Slow, Melt Ship, Plane, Train, Car, Horse</p> <p><u>Music Tracks:</u></p> <ol style="list-style-type: none"> <li>Physical warm-up: 'Yoruba' - King Sunny Ade</li> <li>Pass the ball: 'Soul Limbo' – Mr Bongo</li> <li>Slow moving: 'Chariots of Fire' – Vangelis</li> <li>Fast moving: 'Flight of the Bumble Bee' - Nikolai Rimsky-Korsakov</li> <li>Ship sound effect</li> <li>Plane sound effect</li> <li>Train sound effect</li> <li>Car sound effect</li> <li>Horse sound effect</li> <li>'Train Coming' Song – Vocals</li> </ol>

hoot

zap

purr **pow** plip-plop  
 whistle  
 swoop squish  
 tremor hi clang  
 thump **pow**  
 zoom

	11. 'Train Coming' Song – Backing Track 12. Session end – calm copying music: 'Breathing Under Water' - Anoushka Shankar
<p><b>Learning Activities/Classroom Organisation:</b>  <b>Set Up:</b>          As last week plus have an A3 drawing of 'Wordsworth' with a giant stomach, with last session's vocabulary words written inside.  <i>NB: leave room on picture for words to be added after each session</i></p> <p><b>Non-verbal Entrance/Opening:</b>          Play music - track 1. and non-verbally lead children into a circle copying your movements. Once in the circle immediately start a sequence of warm up movements to the music, for the children to copy.</p> <p><b>Warm-ups_– Circle</b>          Stop the music and return to the circle for clap and response – as last week</p> <p>Play 'Sit, Sit Run' – as last week</p> <p><b>What's Your Name? – Circle Sitting</b>          Give the ball to one of the children.          Play music – track 2 and get them to pass the ball one to another.          Stop the music suddenly and say "Stop!" holding up the stop signal sign used in the last session.          Say to the child holding the ball "My name's (use their name)".          Get them to repeat the sentence and when they do, get everyone to say their name.          Repeat the process encouraging children to say the phrase 'My name's X' - without help for the more advanced children or just their name.</p> <p><b>Listening/Speaking Practice:</b>          Gesture for the children to stand.          Show flash card of 'Swim'.          Say "Everybody' swim to the scarf" and demo – getting the children to follow.</p> <p><b>Vocal warm up – Scarf standing</b>          Re-visit 'Everybody clap' song from last week.          Ask children for their ideas of actions to do.</p> <p><b>Key Vocabulary Introduction:</b>          Explain/gesture that the children should sit          Play music – track 3. and demo exaggerated slow motion walking.          Walk in slow motion to pick up the 'Slow' flash card and say the word and get the children to repeat. Say the word again this time really slowly.          Indicate that the children should stand and move around the room really slowly.</p> <p>Shake tambourine and show 'stop' sign and call out "Stop!"          Get children to sit on spot.</p>	<p><b>Timing</b></p> <p>3 mins</p> <p>2 mins</p> <p>5 mins</p> <p>5 mins</p> <p>3 mins</p> <p>5 mins</p>

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zap

purr **pow** plip-plop  
 whistle  
 swoosh  
 tremor hi clang  
 thump **pow**  
 zoom

<p>Play music – track 4. and demo exaggerated fast walking. Walk speedily and pick up the ‘Fast’ flash card. Get children to repeat once, then again as fast as they can. Indicate that that the children should stand and move around the room walking as fast as they can. Give/show stop signal.</p> <p>Get children to sit on spot. Introduce the ‘Melt’ flash card and demonstrate melting into the floor until lying flat. Have the children practice this.</p> <p><b>Listening/Speaking Practice:</b> Play the game using both pieces of music whilst also showing the flash card and saying “Fast”, “Slow”, “Stop” or “Melt”. Repeat game this time with just the flash card and calling out ”Fast”, “Slow”, “Stop” or “Melt”. Repeat just calling out ”Fast”, “Slow”, “Stop” or “Melt” – without the flash card</p> <p>Play triangle and indicate that children should go to the scarf</p>	<p>3 mins</p>
<p><b>Key Vocabulary Introduction:</b> Show children flash cards of: ‘Bus’, ‘Train’, ‘Plane’, ‘Horse’ and ‘Ship’ and get them to repeat the words that you show them, as you stick them around the room.</p>	<p>2 mins</p>
<p><b>Listening/Speaking Practice:</b> Play a sound effect and ask children which picture it goes with – indicate that they should stand and go to that picture. Repeat with all sound effects a few times. When children go to the right picture say ‘That’s right it’s the..... (train/plane etc ...)’and get them to repeat the word. <i>NB: Position pictures at children’s level</i></p> <p>Play triangle and indicate that children should go to the scarf. Say that you need a helper. Ask volunteers to bring you the ship/plane etc...until all flash cards have been collected <i>NB: Could call on the most able child to demonstrate at the beginning</i></p>	<p>5 mins</p>
<p>Standing at the scarf, teach the ‘Train Coming’ song lyrics (tracks 10. &amp; 11). Show the picture cards of words ‘Fast’, ‘Slow’ and ‘Train’ as you sing.</p> <p><b>Vocabulary Reinforcement:</b> Show the children the picture of the puppet and all the words he had eaten last week – which should be written in the large stomach area of the puppet. Read the words out and get children to repeat.</p> <p>Go to suit case. Get the children to sing the ‘hello’ chant before producing the puppet. Have the puppet whisper in your ear and tell the children that he is hungry for some new words. Have children feed the words to the puppet as last week.</p>	<p>5 mins</p>

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<p>Get the children to stand and find a space. Call out "Melt" whilst holding up the flash card.</p> <p>Indicate to children that they should stay lying on the floor where they have melted. Play track number 12. and one by one going to the children and tap them on the shoulder to indicate they should get their things and line up.</p> <p>End</p>	<p>3 mins</p>
<p><b>Differentiation – Support</b> Whenever speaking throughout, where possible, use gesture/mime to illustrate what is being said.</p>	
<p><b>Differentiation – Extension</b> Get children to be in charge of the 'Fast Slow' game – calling out instructions.</p>	
<p><b>EAL Assessment Focus:</b> In the 'Everybody Clap' song, see if children can use the vocabulary introduced last week without prompting. Evaluate the group's ability to respond to your verbal directions in the 'Fast/Slow' game without the flashcards.</p>	