

SING UP MUSIC – Reception: *I've got a grumpy face*

<p>Musical focus: Timbre, beat, pitch contour. Pieces: <i>I've got a grumpy face</i>. Number of lessons: 3 x 30-minute lessons.</p> <p>About the unit: The song <i>I've got a grumpy face</i> explores emotions and feelings using the voice and facial expressions. It provides the starting point for experimenting with timbre using voices and instruments, and composing new verses.</p> <ul style="list-style-type: none"> • Lesson 1: Learn the song and think about how we show feelings and emotions in music. • Lesson 2: Compose new lyrics and actions for the song. • Lesson 3: Explore sounds (timbre) to reflect feelings and emotion. <p>Written for Sing Up by Sue Nicholls with contributions from Shelly Ambury.</p>		<p>Each lesson you will need to:</p> <ul style="list-style-type: none"> • Enable PowerPoint content. • Double check video links work and any online content is still available. • Review lesson objectives. • Gather together the resources needed. • Set up room/space. • Log in to Sing Up account. 	
Lesson outcomes	Resources	Before the lesson...	My notes
1	<ul style="list-style-type: none"> • PowerPoint – Reception: <i>I've got a grumpy face</i> (slides 1 – 10). • Song Bank – <i>I've got a grumpy face</i>. • Video/audio – 'Mars' from <i>The planets suite</i> (Holst) • Equipment – prop box/images of facial expressions (optional) 	<ul style="list-style-type: none"> • Sing through the song <i>I've got a grumpy face</i>, watch/listen to the recorded examples, and compose some of your own new lyrics and actions. • Source a prop box and create cards that display strongly contrasting facial expressions representing a range of emotions. See our downloadable set. 	
2	<ul style="list-style-type: none"> • PowerPoint – Reception: <i>I've got a grumpy face</i> (slides 11 – 18). • Song Bank – <i>I've got a grumpy face</i>. • Video/audio – <i>Happy</i> (Pharrell Williams). • Video/audio – 'In the hall of the mountain king' 	<ul style="list-style-type: none"> • Prepare your own 'happy' dance! 	

	<ul style="list-style-type: none"> • Sing the song with new words and actions. 	from <i>Peer Gynt</i> (Grieg)		
3	<ul style="list-style-type: none"> • Recognise emotion/feeling in music and describe it in words/movement. • Explore sounds (timbre) using voices and instruments to create different feelings and moods. Talk about how they made those sounds. • Talk about the emotion/feeling they created using voices and instruments. 	<ul style="list-style-type: none"> • PowerPoint – Reception: <i>I've got a grumpy face</i> (slides 19 – 25). • Video/audio – 'Imperial march' from <i>Star Wars</i> (John Williams). • Video/audio – 'Dance of the sugar plum fairy' from <i>The nutcracker suite</i> (Tchaikovsky). • Pupil work – children's lyrics created in Lesson 2. • Instruments – a selection of handheld percussion (tappers, shakers, scrapers, ringers). • Equipment – a video recording device. • Equipment – prop box/images of facial expressions (optional). 	<ul style="list-style-type: none"> • Gather a selection of classroom percussion instruments with a range of timbres so you can explore them in relation to mood and character and ensure that they are readily accessible. • Set out instruments 	