

# Lessons Plans

Your Imagination

## All Unit Documents in One Place

This document contains all the supporting documentation for this unit in one complete PDF and includes the following:-

- Unit Overview
- Suggested Pathway Planning Document
- Lesson Plans

# Your Imagination

## by Joanna Mangona and Pete Readman

A song about using your imagination

Please use the accompanying **Activity Manual** for in-depth guidance, knowledge and understanding.

### Unit Overview

This is a six-week Unit of Work. All the learning in this unit is focused around one song: Your Imagination.

If you are using this Unit of Work as part of the **Scheme**, it has been placed in **KS1, Year 1/Ages 5-6** and is supported by Listen & Appraise documentation, One-page step-by-step / weekly Lesson Plans, and an Assessment Framework. To deliver your music lesson musically, it is very important that you follow the step-by-step planning that accompanies the on-screen resources.

If you are using this Unit of Work flexibly, you will have chosen it from the **Freestyle** options. You decide which age group it will best suit. The Freestyle approach is also supported by Full Lesson Plans, Flexible One-page step-by-step / weekly Lesson Plans, a Flexible Planning Grid and an Assessment Framework.

The Strands of Musical Learning in this Unit of Work relate to and progress towards the 'End of Key Stage Expectations (Musical Learning for the end of KS1, Year 2/Ages 6-7)' document (see supporting Assessment documentation). Your step-by-step learning focus will be the new musical activity or the strand of musical learning that needs particular attention from the previous step (see 'Introduction to Assessment'). The remainder of the activities within the lesson are ongoing skills.

Accompanying both approaches is the **Activity Manual**. This manual is a detailed teacher guide for all activities and will provide comprehensive support for all teachers.

### How this Unit is Organised

1. **Listen and Appraise** the song Your Imagination and other songs about using your imagination:
  - Your Imagination by Joanna Mangona and Pete Readman
  - Supercalifragilisticexpialidocious from Mary Poppins
  - Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack
  - Daydream Believer by The Monkees
  - Rainbow Connection from The Muppet Movie
  - A Whole New World from Aladdin

2. **Musical Activities** - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:
  - a. Warm-up Games (including vocal warm-ups).
  - b. Flexible Games (optional extension work).
  - c. Learn to Sing the Song - step-by-step manageable learning chunks spread over the 6 steps. Or, the whole song so you can decide when to learn each section during the 6 steps.
  - d. **Option:** Play Instruments with the Song. Play the given parts or your own compositions/improvisations over the coda (the end section of the song, you will see it named on the screen) section of the song
  - e. **Option:** Improvise with the Song (over the coda section of the song).
  - f. **Option:** Compose with the Song (over the coda section of the song). As a class, you may want to write your own lyrics where you split into 2 groups to sing and copy back. Or, using the given notes, create a group composition.
3. **Perform the Song** - perform and share your learning as you progress through the Unit of Work.

## Teaching and Learning Support for this unit:

Please use the accompanying **Activity Manual** for in-depth guidance, knowledge and understanding. There are detailed descriptions and support for each activity within each Unit of Work.

**Use your imagination and create your own performance. Below are some ideas to help you:**

- Sing the song as it is, including no musical activities. In the coda section, split the class into 2 groups to sing the parts.
- Add some choreography to the song.
- Sing the song and include one musical activity only in the coda section (playing, improvisation or composition).
- Sing the song and find a group of children to play instruments over the coda section of the song whilst the other children are singing. Instrumental parts are provided or you can devise your own using the composition tool.
- Why not try including more than 1 musical activity in the 'Call & Response' section of this song? Split the class into 3 groups:
  - i. Group 1 (play from 'Your imagination...' to 'Sparkling fairy dust...') - play instrumental parts, composed or given parts
  - ii. Group 2 (play from 'Colours of the rainbow...' to 'Dolphin...') - improvise all together or decide who will play a solo
  - iii. Group 3 - sing the coda part or the lyrics you have written in class
- Why don't you create your own lyrics in the coda section of this song? You will still need to split the class into 2 groups - sing and copy back.

## Listen and Appraise

Each step has a Listen and Appraise document for your use, with all the research and information that is needed to complete the tasks and activities you see on-screen.

The main unit song is Your Imagination. All musical learning will happen around this song and you will have the option to Listen and Appraise other songs in other styles in steps 2-6.

**See the individual Listen and Appraise step-by-step supporting documents for complete information.**

## Musical Activities

### A. Warm-up Games (including Vocal Warm-ups)

Have fun playing these warm-up (pulse, rhythm and pitch) games. As you progress through the Unit of Work, the activities progress according to the unit and year group.

There are six progressive challenges, one for each step within the Unit of Work.

There is one continuous track that includes four games:

**Game 1** - Find the pulse, use your imagination. Choose an animal and find the pulse.

**Game 2** - Listen to the rhythm and clap back.

**Game 3** - It's your turn. This game is teacher-led initially so make sure you are prepared!

**Game 4a** - Listen and sing back with added vocal warm-ups. Use your voices to copy back this time. Use 'La' when you are singing back.

**Game 4b** - Listen, sing back and some different vocal warm-ups. Use your voices to copy back using 'La'.

### B. Flexible Games (optional extension activity)

These games are optional, flexible extension activities with Bronze, Silver and Gold Challenges.

These differentiated challenges are NOT a measure of attainment but about building musical skills in a fun and challenging way. All three games tracks are available here to be progressed through over the 6-step learning episode. You may want to revisit, for example the Bronze Challenge, to embed skills even if you have completed it and moved to Silver. The progression is in-built.

### **C. Learn to Sing the Song: Vocal Warm-ups and Singing**

You may have already warmed up your voices in the previous activity but there are more vocal warm-ups, should you wish to use them, in Charanga Sing.

On the screen you will have the option to break the song down into manageable learning sections. There is also a tempo controller that will slow the song down to aid learning.

Add movement to the song and have fun. Let the children use their imaginations to choreograph movement to the song.

### **D. OPTION: Play Instruments with the Song: With or Without Notation**

On the screen you will see animated glocks and recorders playing easy and medium differentiated parts by ear. Please **do** play the easy and medium parts on the glock if you have no recorder experience. The sheet music tab on your resource will give you access to three differentiated parts for all band/orchestral instruments. These notated parts can be shown on-screen if you are teaching a KS2/Age 7-11 class.

#### **The notes you will be using on glockenspiel are:**

Easy part - G (This part uses only 1 note BUT remember you have an option to compose your own easy part as a class. There will always be a child that will be happy using 1 note.)

Medium part - C, G and E

(See instrumental parts for other band/orchestral instruments).

This section of the unit is designed for you to rehearse the instrumental parts. You will rehearse these parts with the section of the song that you will play over, when you perform the song as a whole.

## E. OPTION: Improvise with the Song: Using your Voices and Instruments

These activities have in-built progression for you to follow according to the unit, year group and Key Stage. Work through the challenges as suggested on the One-page Lesson Plan.

On the screen you can select your activity:

Challenges
<b>Clap and Improvise</b> Listen and clap back then listen and clap your own answer
<b>Sing and Play and Improvise</b> Using your voices and instruments, listen and sing back, then listen and play your own answer using 2 notes, C moving to D.
<b>Improvise</b> Take it in turns to improvise.

### 1. Clap and Improvise!

- Activity 1 : Clap back rhythms
- Activity 2: Start to improvise with a question and answer activity, clap back your own answer

### 2. Sing and Play and Improvise! (You will be using the notes C and D)

- Activity 1 : Using your voices, listen and sing back
- Activity 2: Using your instruments, play back
- Activity 3: Question and answer using instruments - start to improvise with a question and answer activity. Listen and play your own answer using 2 notes, C moving to D

### 3. Improvise! (You will be using the notes C and D)

- Take it in turns to improvise using the skills you have acquired. Use 1 or 2 notes. Practise improvising over the track of the song you are learning. You can clap, sing or play, you decide. Take it in turns to improvise or, play in groups.

Using the notes from your activity, improvise within the given performance option in 'Perform the Song'. You can improvise all together, in groups or as a solo - you decide.

## **F. OPTION: Compose with the Song: Using your Instruments**

(Please refer to the **Activity Manual** for more information about composition.)

Add a selection of the children's compositions during the playing/instrumental section of this song.

### **Creating the Compositions**

**1. Whole-class activity** – only if you are using one kind of instrument throughout the class, eg all glockenspiels, all recorders; or if you are an instrumental teacher, all clarinets, all violins, all trumpets etc.

Compose the tune with one person at the whiteboard. Encourage all children to put forward their ideas. After the tune has been composed, children will learn to play it on their instruments, so keep it simple!

**2. Group activity** – if you have a mixture of instruments in your class eg some clarinets, some flutes etc. This will be more likely in KS2/Ages 7-11. (Again, see **Activity Manual**.)

Divide the class into groups so the children can work together to compose a piece, independent of the teacher.

Click 'play' on the composition screen and you will hear the instrumental section. Drag and drop the notes that you want to use in your composition. Note-names are written in the vertical column on the left hand side.

Once you're happy with your piece you can:

- 'Save audio' which will save an audio (.wav) file of the composed music and the backing track together
- 'Save pattern' which saves a data (.xml) file of only the notes you put in the grid for reloading next time
- 'Load pattern' which lets you locate your saved pattern (.xml) file for loading in

The navigation buttons (at bottom left) operate:

- Volume – controls overall volume
- Play – plays or pauses playback
- Rewind to start – takes you back to the beginning
- Loop – plays the backing only

**Practising the Composition**

The track repeats indefinitely by default until it is stopped or the loop is switched off. In rehearsal, any number of children can play their composition, one child per repeat, working from whatever notation they choose or by ear.

**Performing the Compositions**

When performing with the track, children will play their composition during the playing/instrumental section.

When the children are ready to play their compositions as part of the whole song, move to the performance section of the unit.

**Which Instruments and Which Notes? (see Activity Manual for support)**

**Perform and Share**

Remember to add some movement.

**These are the options on the screen:**

- Perform the whole song
- Perform the whole song with your activities of choice over the coda section of the song

# Your Imagination

## 6-week Suggested Pathway: Planning Document

Step	Listen and Appraise	Musical Activities	Performance	Extension Activities
1.	Your Imagination by Joanna Mangona and Pete Readman	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Start to learn the song Your Imagination	Sing the song	Choose from the suggested ideas
2.	Supercalifragilistic xpialidocious from Mary Poppins  Your Imagination	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Your Imagination <b>d.</b> Play instrumental parts	Sing the song and play instrumental parts within the song	Choose from the suggested ideas
3.	Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack  Your Imagination	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Your Imagination <b>d.</b> Play instrumental parts <b>e.</b> Improvise (optional extension activities for improvisation)	Sing the song and improvise using voices and/or instruments within the song	Choose from the suggested ideas
4.	Daydream Believer by The Monkees  Your Imagination	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Your Imagination <b>d.</b> Play instrumental parts <b>e.</b> Improvise option (optional extension activities for improvisation)	Sing the song and perform composition(s) within the song	Choose from the suggested ideas
5.	Rainbow Connection from The Muppet Movie  Your Imagination	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Your Imagination <b>d.</b> Play instrumental parts <b>e.</b> Improvise option (optional extension activities for improvisation)	Choose what you perform today. Start to prepare for the end-of-unit performance	Choose from the suggested ideas

<b>6.</b>	A Whole New World from Aladdin       Your Imagination	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Your Imagination <b>d.</b> Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: . Play instrumental parts . Improvise option (optional extension activities for improvisation)	Prepare for the end-of-unit performance	Choose from the suggested ideas
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# Your Imagination

## Step 1 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise

- **Listen and Appraise - Your Imagination by Joanna Mangona and Pete Readman:** Play the song. Move to the music or sit down to listen with closed eyes.
- After listening, talk about the song and answer the questions together using correct musical language.

Notes .....

### 2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - Your Imagination**
- Flexible Games (an optional extension activity)**
- Vocal warm-ups and Learn to Sing the Song:**
  - Learn to sing verse 1 and the chorus and perhaps verse 2
  - The whole song - you decide

Notes .....

### 3. Perform

- **Performance - Your Imagination:** Perform and share what has taken place in today's lesson - sing the song.

Notes .....

## Continuous Assessment opportunities:

<b>Evidence</b> Have you recorded and uploaded?	
<b>Notable outcomes</b> Musical? Social? Unexpected? Exciting?	
<b>General learning focus for next time</b> Discuss with pupils.	

# Your Imagination

## Listen and Appraise Step 1

Your Imagination by Joanna Mangona and Pete Readman

You will see the tabs *Listen, Appraise, Fast Facts and History* on the screen.

### Listen

On the screen you will see the following instruction:

*Listen carefully. Perhaps close your eyes. You could move with the pulse. Use your imagination as you enjoy the music.*

**Tell the children** - *"You might see colours, words, pictures, or encounter lots of different feelings. Share some of this with each other after you have listened."*

Play the music/song. Move to the music or sit down to listen with closed eyes. Perhaps give the children a piece of paper or their iPad/tablet to make notes, draw, write down any words that spring to their minds for discussion. They might create their own listening map - a visual representation of what they hear.

### Appraise

After listening to the song, answer the on-screen questions. Click 'Show answer' and an answer will appear! These questions are for all abilities. Encourage the use of correct musical language when responding.

- Does this song tell a story? *Perhaps the words tell a story or perhaps the music creates a story in your imagination. What is that story?*
- What can you hear? *Keyboard, drums, bass, a female singer.*
- How does the music make you feel? *Music brings many emotions along with it and often each person feels something different. Perhaps share with each other how the music makes you feel.*
- What did you like about the song? *It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.*

## Fast Facts

Information about the song:

- This song was written for Charanga Musical School by Joanna Mangona and Pete Readman.
- It is a song about using your imagination.
- Close your eyes and see where your imagination takes you - what can you see? Who can you be? You can be anything you want to be.
- Have fun with this song.
- We would like you to use your imaginations to create your own performance of this song. Please send us recordings of your performances:  
[joannamangona@charanga.com](mailto:joannamangona@charanga.com).

## History

Pictorial contextualisation of the song and style on the screen.

# Your Imagination

## Step 2 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise

- **Listen and Appraise - Supercalifragilisticexpialidocious from Mary Poppins:** Play the song. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Your Imagination: (if you want to):** How are the songs different, how are they similar? What did you imagine?

Notes .....

### 2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - Your Imagination**
- Flexible Games (an option) Your Imagination:**
- Vocal warm-ups and Learn to Sing the Song:** Continue to learn to sing the song.
- Option: Play Your Instruments with the Song:** All Learn to play the given parts for the coda section. Then decide who will sing and who will play.

Notes .....

### 3. Perform

- **Performance - Your Imagination:** Perform and share what has taken place in today's lesson. Sing and play instrumental parts in the coda section - split into 2 groups as some will sing and some will play.

Notes .....

## Continuous Assessment opportunities:

<b>Evidence</b> Have you recorded and uploaded?	
<b>Notable outcomes</b> Musical? Social? Unexpected? Exciting?	
<b>General learning focus for next time</b> Discuss with pupils.	

# Your Imagination

## Listen and Appraise Step 2

Supercalifragilisticexpialidocious from Mary Poppins

You will see the tabs *Listen*, *Appraise*, *Fast Facts* and *History* on the screen.

### Listen

On the screen you will see the following instruction:

*Listen carefully. Perhaps close your eyes. Use your imagination as you enjoy the music. You might see colours, words, pictures, or encounter lots of different feelings. Share some of this with each other after you have listened.*

Play the music/song. Move to the music or sit down to listen with closed eyes. Perhaps give the children a piece of paper or their iPad/tablet to make notes, draw, write down any words that spring to their minds for discussion. They might create their own listening map - a visual representation of what they hear.

### Some extra listening ideas:

- Listen to 'Your Imagination' again and sing along. Use this as an extra opportunity to learn the song
- Look for similarities and differences between the songs

### Appraise

After listening to the song, answer the on-screen questions. Click 'Show answer' and an answer will appear! These questions are for all abilities. Encourage the use of correct musical language when responding.

- Does this song tell a story? *Perhaps the words tell a story or perhaps the music creates a story in your imagination. What is that story?*
- What can you hear? *A full orchestra with a percussion section. Male and female vocals.*
- How does the music make you feel? *Music brings many emotions along with it and often each person feels something different. Perhaps share with each other how the music makes you feel.*
- What did you like about the song? *It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.*

## Fast Facts

Information about the song:

- 'Supercalifragilisticexpialidocious' is a song from the 1964 Disney musical film Mary Poppins.
- The song was written by the Sherman Brothers, and sung by Julie Andrews and Dick Van Dyke.
- 'Supercalifragilisticexpialidocious' is a nonsense, made-up word that you can use when you have no other words to describe how fantastic something is!
- The song is about using your imagination.

## History

Pictorial contextualisation of the song and style on the screen.

# Your Imagination

## Step 3 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise

- **Listen and Appraise - Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack** : Play the song. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Your Imagination (if you want to)**: How are the songs different, how are they similar? What did you imagine?

Notes .....

### 2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - Your Imagination**
- Flexible Games (an optional extension activity)**
- Vocal warm-ups and Learn to Sing the Song - Your Imagination** : Continue to sing the song.
- Option: Play Your Instruments with the Song**: Revisit your learning from the last step.
- Option: Improvise with the Song**: New Musical Activity: Clap and Improvise, Sing, Play and Improvise and Improvise! Include this new Musical Activity in the coda then decide who will sing and who will play.

Notes .....

### 3. Perform

- **Performance - Your Imagination**: Perform and share what has taken place in today's lesson. Sing the song and improvise using voices and/or instruments in the coda section - split into 2 groups as some will sing and some will play.

Notes .....

## Continuous Assessment opportunities:

<b>Evidence</b> Have you recorded and uploaded?	
<b>Notable outcomes</b> Musical? Social? Unexpected? Exciting?	
<b>General learning focus for next time</b> Discuss with pupils.	

# Your Imagination

## Listen and Appraise Step 3

Pure Imagination from 'Willy Wonka & The Chocolate Factory' soundtrack

You will see the tabs *Listen*, *Appraise*, *Fast Facts* and *History* on the screen.

### Listening

On the screen you will see the following instruction:

*Listen carefully. Perhaps close your eyes. Use your imagination as you enjoy the music. You might see colours, words, pictures, or encounter lots of different feelings. Share some of this with each other after you have listened.*

Play the music/song. Move to the music or sit down to listen with closed eyes. Perhaps give the children a piece of paper or their iPad/tablet to make notes, draw, write down any words that spring to their minds for discussion. They might create their own listening map - a visual representation of what they hear.

#### Some extra listening ideas:

- Listen to 'Your Imagination' again and sing along. Use this as an extra opportunity to learn the song
- Look for similarities and differences between the songs

### Appraising

After listening to the song, answer the on-screen questions. Click 'Show answer' and an answer will appear! These questions are for all abilities. Encourage the use of correct musical language when responding.

- Does this song tell a story? *Perhaps the words tell a story or perhaps the music creates a story in your imagination. What is that story?*
- What can you hear? *An orchestra with percussion. A male voice.*
- How does the music make you feel? *Music brings many emotions along with it and often each person feels something different. Perhaps share with each other how the music makes you feel.*
- What did you like about the song? *It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.*

## Fast Facts

Information about the song:

- 'Pure Imagination' is a song from the 1971 film Willy Wonka & The Chocolate Factory.
- It was written by British composers Leslie Bricusse and Anthony Newley specifically for the movie.
- It was sung by Gene Wilder (Willy Wonka).
- The introduction of the song is the musical code for entering the Chocolate Room and is played by Willy Wonka himself.

## History

Pictorial contextualisation of the song and style on the screen.

# Your Imagination

## Step 4 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise

- **Listen and Appraise - Daydream Believer by The Monkees:** Play the song. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Your Imagination (if you want to):** How are the songs different, how are they similar? What did you imagine?

Notes .....

### 2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - Your Imagination**
- Flexible Games (an optional extension activity)**
- Vocal warm-ups and Learn to Sing the Song - Your Imagination:** Sing the song.
- Option: Play Your Instruments with the Song:** Perhaps revisit your learning
- Option: Improvise with the Song:** Perhaps revisit your learning
- Option: Compose with the Song:** Create your own lyrics and/or a class melody to sing/play in the coda section

Notes .....

### 3. Perform

- **Performance - Your Imagination:** Perform and share what has taken place in today's lesson. Sing the song and perform your composition(s) in the coda section - split into 2 groups as some will sing and some will play or some will sing and some will copy back.

Notes .....

## Continuous Assessment opportunities:

<b>Evidence</b> Have you recorded and uploaded?	
<b>Notable outcomes</b> Musical? Social? Unexpected? Exciting?	
<b>General learning focus for next time</b> Discuss with pupils.	

# Your Imagination

## Listen and Appraise Step 4

Daydream Believer by The Monkees

You will see the tabs *Listen*, *Appraise*, *Fast Facts* and *History* on the screen.

### Listen

On the screen you will see the following instruction:

*Listen carefully. Perhaps close your eyes. Use your imagination as you enjoy the music. You might see colours, words, pictures, or encounter lots of different feelings. Share some of this with each other after you have listened.*

Play the music/song. Move to the music or sit down to listen with closed eyes. Perhaps give the children a piece of paper or their iPad/tablet to make notes, draw, write down any words that spring to their minds for discussion. They might create their own listening map - a visual representation of what they hear.

### Some extra listening ideas:

- Listen to 'Your Imagination' again and sing along. Use this as an extra opportunity to learn the song
- Look for similarities and differences between the songs

### Appraise

After listening to the song, answer the on-screen questions. Click 'Show answer' and an answer will appear! These questions are for all abilities. Encourage the use of correct musical language when responding.

- Does this song tell a story? *Perhaps the words tell a story or perhaps the music creates a story in your imagination. What is that story?*
- What can you hear? *Male vocals, drums, bass, piano, brass, strings, electric guitar, acoustic guitar, tambourine.*
- How does the music make you feel? *Music brings many emotions along with it and often each person feels something different. Perhaps share with each other how the music makes you feel.*
- What did you like about the song? *It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.*

## **Fast Facts**

Information about the song:

- 'Daydream Believer' is a song composed by John Stewart in 1968.
- It was originally recorded by The Monkees, with Davy Jones singing lead vocals.
- Davy said this was his favourite Monkees song.
- The song is about a daydreamer, someone who uses their imagination to believe in and hope for a better life.

## **History**

Pictorial contextualisation of the song and style on the screen.

# Your Imagination

## Step 5 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise

- **Listen and Appraise - Rainbow Connection from The Muppet Movie:** Play the song. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Your Imagination (if you want to):** How are the songs different, how are they similar? What did you imagine?

Notes .....

### 2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - Your Imagination**
- Flexible Games (an optional extension activity)**
- Vocal warm-ups and Learn to Sing the Song - Your Imagination:** Sing the song.
- Play Your Instruments with the Song:** Revisit this activity.
- Improvise with the Song:** Option to revisit/continue this activity.
- Option: Compose with the Song:** Option to revisit/continue this activity.

Notes .....

### 3. Perform

- **Performance - Your Imagination:** Perform and share what has taken place in today's lesson. Choose what you perform today.

Notes .....

## Continuous Assessment opportunities:

<b>Evidence</b> Have you recorded and uploaded?	
<b>Notable outcomes</b> Musical? Social? Unexpected? Exciting?	
<b>General learning focus for next time</b> Discuss with pupils.	

# Your Imagination

## Listen and Appraise Step 5

### Rainbow Connection from The Muppet Movie

You will see the tabs *Listen*, *Appraise*, *Fast Facts* and *History* on the screen.

## Listen

On the screen you will see the following instruction:

*Listen carefully. Perhaps close your eyes. Use your imagination as you enjoy the music. You might see colours, words, pictures, or encounter lots of different feelings. Share some of this with each other after you have listened.*

Play the music/song. Move to the music or sit down to listen with closed eyes. Perhaps give the children a piece of paper or their iPad/tablet to make notes, draw, write down any words that spring to their minds for discussion. They might create their own listening map - a visual representation of what they hear.

### Some extra listening ideas:

- Listen to 'Your Imagination' again and sing along. Use this as an extra opportunity to learn the song
- Look for similarities and differences between the songs

## Appraise

After listening to the song, answer the on-screen questions. Click 'Show answer' and an answer will appear! These questions are for all abilities. Encourage the use of correct musical language when responding.

- Does this song tell a story? *Perhaps the words tell a story or perhaps the music creates a story in your imagination. What is that story?*
- What can you hear? *A banjo played by Kermit, piano, strings, Kermit's voice, orchestral strings, guitar.*
- How does the music make you feel? *Music brings many emotions along with it and often each person feels something different. Perhaps share with each other how the music makes you feel.*
- What did you like about the song? *It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.*

## **Fast Facts**

Information about the song:

- This song, 'Rainbow Connection' was written by songwriters Paul Williams and Kenny Ascher for The Muppet Movie, which came out in 1979.
- In the film it is sung by Kermit The Frog as the Muppets set out to find adventure.
- Kermit is sitting in the middle of the swamp, thinking about life. He is on a spiritual path, examining life, and its meaning.
- He is singing about rainbows and wondering if he believes in them and it turns out that he does.

## **History**

Pictorial contextualisation of the song and style on the screen.

# Your Imagination

## Step 6 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise

- **Listen and Appraise - A Whole New World from Aladdin:** Play the song. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Your Imagination (if you want to):** How are the songs different, how are they similar? What did you imagine?

Notes .....

### 2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - Your Imagination**
- Flexible Games (an optional extension activity).**
- Vocal warm-ups and Learn to Sing the Song - Your Imagination:** Sing the song.
- Play your Instruments with the Song:** Revisit this activity.
- Improvise with the Song:** Option to revisit/continue this activity.
- Option: Compose with the Song:** Option to revisit/continue this activity.

Notes .....

### 3. Perform

- **Performance - Your Imagination:** Perform and share what has taken place in today's lesson. Choose what you perform today.

Notes .....

## Continuous Assessment opportunities:

<b>Evidence</b> Have you recorded and uploaded?	
<b>Notable outcomes</b> Musical? Social? Unexpected? Exciting?	
<b>General learning focus for next time</b> Discuss with pupils.	

# Your Imagination

## Listen and Appraise Step 6

### A Whole New World from Aladdin

You will see the tabs *Listen*, *Appraise*, *Fast Facts* and *History* on the screen.

## Listen

On the screen you will see the following instruction:

*Listen carefully. Perhaps close your eyes. Use your imagination as you enjoy the music. You might see colours, words, pictures, or encounter lots of different feelings. Share some of this with each other after you have listened.*

Play the music/song. Move to the music or sit down to listen with closed eyes. Perhaps give the children a piece of paper or their iPad/tablet to make notes, draw, write down any words that spring to their minds for discussion. They might create their own listening map - a visual representation of what they hear.

### Some extra listening ideas:

- Listen to 'Your Imagination' again and sing along. Use this as an extra opportunity to learn the song
- Look for similarities and differences between the songs

## Appraise

After listening to the song, answer the on-screen questions. Click 'Show answer' and an answer will appear! These questions are for all abilities. Encourage the use of correct musical language when responding.

- Does this song tell a story? *Perhaps the words tell a story or perhaps the music creates a story in your imagination. What is that story?*
- What can you hear? *Piano, orchestra, Aladdin and Jasmine are singing.*
- How does the music make you feel? *Music brings many emotions along with it and often each person feels something different. Perhaps share with each other how the music makes you feel.*
- What did you like about the song? *It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.*

## **Fast Facts**

Information about the song:

- 'A Whole New World' is a song from Disney's 1992 animated feature film Aladdin, with music by Alan Menken and lyrics by Tim Rice.
- The song is a beautiful ballad between the characters Aladdin and Jasmine about the new world they are going to discover together while riding on Aladdin's magic carpet.

## **History**

Pictorial contextualisation of the song and style on the screen.