| **Ensemble Term 1. Lesson 1 — Exploring Sound & Colour (Cause - Effect, Choice)** | | |
| --- | --- | --- |
| **Objectives covered across Term 1:**  I can make sounds using my movements or actions (CMPSR/Swipe).  I can take turns, listen, and play with others (ensemble routines).  I can communicate choices (gesture, AAC, choice cards) and take a role in a pair. | | |
| **Lesson Objective**  (differentiated) LA: I can make a sound on purpose and stop when shown STOP.  MA: I can choose a favourite direction sound and take turns with a partner.  HA: I can take turns and identify/copy “same or different” when a sound is mirrored. | | |
| Time | Activity | Resources |
| 10 minutes  30 minutes  5 minutes | STARTER  0–5 min - Hello + visual routine  Teacher says/does:  • Point to routine strip: “Hello, Warm up, Explore, Play together, Share, Reflect, Tidy.”  • “Today: we will find a favourite instrument sound.”  Staff action: seat pairs; confirm Player/Navigator role.  5–15 min - Device success check (micro-warm-up) - Load project - PLAY HARP  Activity: “1-second sound”  Teacher instructions:  • “Player: make one quick sound and move the joystick however you want to. Navigator: show STOP.”  • Repeat once; swap within pair if needed.  Goal: immediate success and safe stopping (sensory regulation).  MAIN ACTIVITY  15–25 min - Explore: “Find your favourite direction using the first instrument sound” - Load instrument ELECTRIC PIANO  Teacher instructions (use big gestures):  • “Try LEFT… now RIGHT… now UP… now DOWN.”  Support: change the instrument sound on each device. Offer forced-choice using colours on the activity document if overwhelmed.  25–40 min - Explore the rest of the instruments on the Colours Activity Card  Activity: each pair plays their chosen direction for 3–5 seconds.  Support: support students in changing the sound on their device.  Teacher instructions:  • “When I point to you: PLAY. When I show STOP: stop together.”  Model: teacher + one pair first.  Structure: feature pairs if transitions are slow; others are active audience.  PLENARY  40–45 min - Share + Reflect  Activity: “Favourite sound vote”  Teacher instructions:  • “Show me your favourite: point, gesture, AAC, or choose a card.”  Evidence prompt: quick tick for “initiated / responded / stayed engaged”. | Ensemble 1.1 Resource  Visual routine strip  Player/Navigator role cards  STOP card  Optional: ear defenders/headphones  Assessment: tick sheet + brief note  Optional: 10–15s audio clip / photo evidence |
|  | EXTENSION  • Introduce a role rotation: Player → Navigator → STOP Captain. Cycle through all student’s favourite sounds and directions.  • Reduce/increase complexity: 2 directions only (L/R) → 4 directions (include U/D) → all 8 directions.  • Add a simple Arrownotes link: one arrow = one chosen direction (no pitch/rhythm demand yet). | Optional: Arrownotes U-Compose resource |