| **Ensemble Term 1. Lesson 2 — Exploring Pitch (Cause - Effect, Choice)** | | |
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| **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 | Lesson Plan | 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.”  • “Recap: In the last lesson we found our favourite sounds and played our favourite notes using colours and directions”  Staff action: seat pairs; confirm Player/Navigator role cards.  • “Today: we’ll listen again to our favourite instrument and play together over an ambient soundscape.”  Staff action: seat pairs; confirm Player/Navigator role cards.  5–10 min — Device success check (micro-warm-up)  Activity: “1-second sound”  Teacher instructions:  • “Player: make one quick sound. Navigator: show STOP.”  • Repeat once; swap within pair if needed.  Goal: immediate success and safe stopping (sensory regulation).  MAIN ACTIVITY  10-25 min — Main 1: “Colour Chain” (whole-class turn-taking)  [LOAD AMBIENT SOUNDSCAPE](https://youtu.be/FvVfFIenwuk?si=e1lkzbp6MVUB7hoN)  Activity: each pair plays their chosen directions for 3–5 seconds.  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.  25–40 min — Main 2: “Explore Pitch” (introduction to octaves)  Teacher instructions:  • Play the same note in the middle octave then move down an octave. “What is different about these sounds?”  • Play the same note in the middle octave then move up an octave. “What is different about these sounds?”  • “Which octave does your instrument sound best in?” Invite each learner to choose an octave.  Extension: Re-run the colour chain over the ambient soundscape with the student’s chosen octave  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 1.2 Resource  Visual routine strip  Player/Navigator role cards  STOP card  Optional: ear defenders/headphones  Arrownotes U-Compose resource  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 |