| **Ensemble Term 1. Lesson 3 — Exploring Patterns (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 repeat A (one sound/gesture) when prompted.  MA: I can play an AB pattern (e.g., ABAB) with counting support.  HA: I can play a 4-step motif in order and keep the shared structure with the group. | | |
| Time | Lesson Plan | Resources |
| 0-10minutes  30 minutes  5 minutes | STARTER  0–5 min — Hello + recap  Teacher says/does:  “Last time we found our favourite directions. Today we make patterns.”  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  10-20 min — Main 1: “Explore Arrows” (whole-class composition)  Activity: Introduce Arrownotes as a way for representing musical notes  Teacher instructions:  • “Each direction of the joystick has an arrow, colour, direction and note name so we know what to play”  Model: teacher points to one Arrownote and plays the note. Say out loud the colour, direction and note name.  • “Now repeat after me - I will play and say a note - you then play it”  Model: Assess students’ engagement and ask them to choose as appropriate.  20–40 min — Main 2: “Our First Pattern” (whole-class composition)  Teacher instructions:  • “Our first note could be either” (choose two directions and let the class choose as a group).  • “Our second note could be either” (choose two other directions and let the class choose as a group).  Move the chosen Arrows into the prominent space on U-Compose and ask students to play in a chosen octave.  Extension: invite learners to choose more arrows and increase the length of the pattern.  PLENARY  40–45 min — Share + Reflect  Activity: Pattern Reflection  Teacher instructions:  • “Did the pattern work? What would you change or add?”  Evidence prompt: quick tick for “initiated / responded / stayed engaged”. | Ensemble 1.3 Resource  U-compose 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  • take a piece from the First Songs resource and ask students to follow the patterns. | Optional: First Songs |