| **Ensemble Term 1. Lesson 4 — Call & Response (Turn-Taking Through Music)** | | |
| --- | --- | --- |
| **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 respond with any sound after a cue (extra wait time).  MA: I can complete one reciprocal exchange (call then response).  HA: I can lead a call (with my partner) and another pair responds. | | |
| Time | Lesson Plan | Resources |
| 10 minutes  30 minutes  5 minutes | STARTER  0–5 min — Hello + recap  Teacher says/does:  “Last time we explored patterns. Today we will learn how to respond to one another”  “Call = my turn. Response = your turn.”  5–10 min — Device success check (micro-warm-up)  Activity: “1-second sound”  Teacher instructions:  • “Player: make one quick sound. Navigator: show STOP.”  • Warm-up “My turn / Your turn” + STOP (1–2 sec responses)  Goal: immediate success and understanding of the call and response process.  MAIN ACTIVITY  10-20 min — Main 1: “Explore Call and Response” (whole-class interaction)  Activity: Introduce call and response as a way of responding to music  Teacher instructions:  • “I will play any two notes - when it is your turn, respond with one note”  Model: teacher identifies a student to respond then plays two ‘call’ notes for the student to respond to.  20–40 min — Main 2: “Playing a Pattern” (whole-class performance)  Teacher instructions:  • “One group will “call” and play the first two notes in this pattern. The other group will respond by playing the last two notes” .  • “How does it sound with our chosen instruments? Should we change who is calling and responding” (Swap individuals or the whole group).  Extension: invite learners to add rhythm to the notes they are playing.  PLENARY  40–45 min — Share + Reflect  Activity: Reflection  Teacher instructions:  • “Did you prefer calling or responding?”  Evidence prompt: quick tick for “initiated / responded / stayed engaged”. | Ensemble 1.4 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 using the call and response process. | Optional: First Songs |