

KS1 – Lesson Plan 3 – Music

What does space sound like?

Aim: To explore sounds, instruments, and musical elements to create a space-themed soundscape.	Key Words: space, sound, quiet, loud, pitch, tempo, instrument, rhythm, rocket, zoom, twinkle	Preparation: - A selection of classroom percussion instruments (e.g. tambourines, maracas, drums, triangles, glockenspiels) - Body percussion (claps, taps, stomps) - Images or video clips of rockets launching, astronauts floating, stars twinkling - Space-themed story or poem (optional) - Visual cue cards: rocket, moon, stars, alien, spaceship, etc.
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Prior Learning: Children have explored basic musical concepts like loud/quiet and high/low. They've discussed what they can see in the night sky.

WC / PT	<u>Warm-up:</u> Ask: - If space had a sound, what would it be? - What does a rocket sound like? - Can we make twinkly star sounds? Begin by experimenting with body percussion: - Clap slowly like footsteps on the Moon - Rub hands together for quiet space winds - Tap feet like a rocket countdown	0-5 mins
WC	<u>Main Teach:</u> Introduce the idea of a soundscape — music that creates a picture in your mind. Show a space picture (e.g. a rocket blasting off or a peaceful night sky) and ask: - What instruments could match this scene? - Should the sound be loud or quiet? Fast or slow? Model a short sequence: - Rocket countdown with drum (slow to fast) - Blast off with loud crash (cymbal or tambourine) - Floating in space with soft, high-pitched bells Discuss tempo (speed), pitch (high/low), and volume (quiet/loud) as musical choices.	5-10 mins

I / S	<u>Activity:</u> Create a Class Space Sound Journey Children choose a part of a space journey to represent (e.g. rocket launch, floating, landing, alien encounter) and work in small groups to create a short soundscape using instruments and/or body percussion. Put all the groups together in order to form a full space journey composition. Practise and perform as a class.	10-30 mins
I	<u>Extension Challenge:</u> Children write or draw a short “space music plan” showing what sounds or instruments they used and what they represent. Alternatively, challenge them to include one new sound effect using something unexpected (e.g. a cup, tapping pencils, whistling).	30-35 mins
WC	<u>Plenary:</u> Reflect together: • What did we hear? • Which parts were quiet/loud? • How did the music make us feel? Optional: Perform again for another class or record it as your school’s “Space Symphony.”	35-40 mins

WC – Whole Class

PT – Partner Talk

I – Independent

S - Support

Challenge A	Science Link: Talk about why there is no sound in space — introduce the idea of sound needing air to travel.
Challenge B	English Link: Children write a few lines to narrate their space journey in sync with the music (e.g. “5... 4... 3... 2... 1... Lift-off!”).