



	Week 1 Africa	Week 2 Africa	Week 3 Residential	Week 4 Africa	Week 5 Africa
Subject Music	<p><b>SING PLAY WRITE</b>  <b>Objective:</b> To learn an African call and response song.            To play musical patterns from the song.            To write down note names for each phrase.</p> <p><b>Success Criteria:</b>  <b>Support:</b>            S6 I am beginning to play, sing and move expressively in response to the music or the meaning of words in a song.            S7 I can perform a small section or part of a song, e.g. the chorus, to the class.  <b>Core:</b>            S9 I can perform a range of songs including simple call and response.            S11 I can sing/chant with awareness of rhythm.  <b>Extension:</b>            S12 I can compose using simple rhythmic notation.            S13 I can sing/chant in time with the pulse/ backing track.</p> <p><b>Resources:</b>            KS1/2 Music for pupils – Three songs. (1<sup>st</sup> song only).            Video – Che Che Cooley Jonathan Gunning            Tuned percussion – wooden xylophones, chime bars.            Che Che Koolay Teachfind Powerpoint</p> <p><b>Suggested Activities:</b></p> <ol style="list-style-type: none"> <li><b>Watch</b> Music for pupils – Three songs. Join in with the singing warm-up. Exercises, facial expressions, stretches, singing phrases to music.</li> <li><b>Sing</b> 1<sup>st</sup> song – Che Che Kule.</li> <li><b>Watch</b> Che Che Cooley Video Jonathan Gunning singing with some children in Lesotho.</li> <li><b>Watch PPT.</b> Complete first three slides. Clap the rhythms. Look at slide 4 which shows how the rhythms are written using whole beats and half beat.</li> <li><b>Give out chime bars and xylophones.</b> Listen to the song again. Pick out the notes for each phrase. Everyone practice a line.</li> <li><b>Write</b> note names underneath the written notes (enlarged slide 4).</li> </ol> <p><b>Musical Vocabulary:</b>            Crotchet – 1 single beat            Quaver – ½ beat. Two half beats are linked at the top.            Syncopation – bouncing rhythm            ( ko – fi – sa lan – ga)</p>	<p><b>COMPOSE</b>  <b>Objective:</b> To compose a (new) simple tune for an African song.            To write down the musical notes for my tune.</p> <p><b>Success Criteria:</b>  <b>Support:</b>            S7 I can make simple compositions, e.g. by choosing symbols or picture cue cards ordering them from left to right, or making patterns of sounds using computer software. (IT link)  <b>Core:</b>            S9 I can compose using long and short sounds. Use a simple graphic score for a purpose  <b>Extension:</b>            S13 I can use and represent pitch on a simple graphic score.            S15 I can compose a piece of music that can be played by multiple musicians.</p> <p><b>Resources:</b>            Che Che Koolay Teachfind Powerpoint            Tuned percussion – wooden xylophones, chime bars.</p> <p><b>Suggested Activities:</b> repeated first part of lesson.</p> <ol style="list-style-type: none"> <li><b>Watch PPT.</b> Complete first three slides. Clap the rhythms. Look at slide 4 which shows how the rhythms are written using whole beats and half beat.</li> <li><b>Give out chime bars and xylophones.</b> Listen to the song again. Pick out the notes for each phrase. Everyone practice a line at a time.</li> <li><b>Write</b> note names underneath the written notes (enlarged slide 4).</li> <li><b>Compose</b> Look at slide 6. Give out 3 notes and ask pupils to compose a new tune for Che Che Koolay.</li> <li><b>Write</b> new notes under the words on a copy of the song.</li> <li><b>Perform</b> to each other.</li> </ol> <p><b>Musical Vocabulary:</b>            Crotchet – 1 single beat            Quaver – ½ beat. Two half beats are linked at the top.            Syncopation – bouncing rhythm            ( ko – fi – sa lan – ga.)</p>		<p><b>RHYTHM ~ DJEMBE DRUMMING</b>  <b>Objective:</b> To recognise a djembe African drum.            To learn that there are three basic strikes of the drum (bass, tone and slap).            To practice drumming patterns.</p> <p><b>Success Criteria:</b>  <b>Support:</b>            I can copy a simple drumming pattern            I can maintain a drumming pattern with support  <b>Core:</b>            I can name a djembe drum            I can tell you that there are three ways to play the drum            I can play a drumming pattern and maintain it for a short time.  <b>Extension:</b>            I can name the three ways to strike a djembe drum and demonstrate.            I can maintain a drumming pattern for a few minutes.            I can play a range of drumming patterns.</p> <p><b>Resources:</b>            Part 1 Beginners African drumming lesson            Djembe drums.            You tube – Free Drum Play along 'Drumless Track #3.</p> <p><b>Suggested Activities: In West African communities drumming was originally used to communicate across far distances.</b></p> <ol style="list-style-type: none"> <li><b>Watch</b> part 1 of beginners African drumming lesson to learn about the three different ways to strike a djembe.</li> <li><b>Watch and play</b> a second time with pupils having access to drums. Try out the different strikes.</li> <li><b>Play</b> Practise '1 Banana' Bass tone bass tone            A – fri can drum ming            Catch fishes wo-man            (right left right – left right)            Woman catches fish ~ up to 5:40 on video.  <b>Play</b> alongside free drum play along 'Drumless Track #3 You tube.</li> </ol>	<p><b>AFRICAN DANCE AND DRUMMING</b>  <b>Objective:</b> To learn and practise some traditional African dance moves.</p> <p><b>Success Criteria:</b>  <b>Support:</b>            S7 I can move in a variety of ways.            S8 I can follow and imitate sequences and patterns in my movements            S8 I am aware of the changes that happen to my body when I exercise.  <b>Core:</b>            S9 I can copy, remember, repeat and explore simple actions with control and coordination.            S11 I can talk about how to exercise safely, and how my body feels during exercise.  <b>Extension:</b>            S13 I understand the long term benefits of regular exercise on my body eg. weight reduction, lower resting heart rate.            S14 I can show precision, control and fluency in my skills</p> <p><b>Resources:</b>            Five(ish) Minute Dance Lesson 3 'African Dance ~ Dancing on the clock' 8:22            Room to dance            Djembe and other drums.</p> <p><b>Suggested Activities:</b></p> <ol style="list-style-type: none"> <li><b>Watch/Dance</b> Join in with 'Five(ish) minute dance lesson 3. Very active dance moves. Take jumpers off. Shoes off in music room? Trainers on?</li> <li><b>Dance/Play</b> Split the class into drummers and dancers or ask for volunteers to dance (dancing on the clock moves). Suggest improvising dance steps but keeping to the beat.</li> <li><b>Sing</b> che che koolay.</li> </ol> <p><b>Musical Vocabulary:</b>  <b>Pulse/beat</b> ~ the regular heartbeat of the music.  <b>Rhythm</b> – patterns of long and short sounds played with a steady beat.</p>





<p><b>PERFORMANCE</b></p> <p><b>Objective:</b> To learn about the Victorian Music halls as a place of great entertainment. To perform some songs from the Victorian era.</p> <p><b>Success Criteria:</b> <b>Support:</b> S7 I can perform a small section or part of a song, e.g. the chorus, to the class. <b>Core:</b> S9 I can perform a range of songs. I can demonstrate some ways to warm up my voice. <b>Extension</b> S15 I can sing with good intonation. I can explain the importance (for singers) of warming up the vocal chords.</p> <p><b>Suggested Activities:</b> <b>Join all three year 9 classes together for a music hall experience. Dress up in Victorian clothes.</b></p> <ul style="list-style-type: none"><li>• Knees up Mother Brown</li><li>• Daisy Daisy</li><li>• My Old Man</li><li>• Laughing Policeman act.</li><li>• Lambeth Walk</li><li>• Any old iron</li><li>• I say I say I say .....</li><li>• Street cries medley</li></ul>	<p>Activity week</p>	<p>Jump up week</p>	<p>Try out some of your African dance moves at home. They are very energetic and a great workout. (Watch the 'five (ish) minute dance lessons Wk 5 and Wk6)</p> <p>Have a music hall family sing-a-long. They are almost irresistible, especially for older relatives who cannot help but join in!</p>
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