

MUSIC MADE SIMPLE

YEAR 6 IPC UNIT TITLE: **OUT OF AFRICA** AUTUMN TERM (1) LESSON 1 2 3

CONTENT	TEACHING AND LEARNING
Musical learning	<ul style="list-style-type: none"> perform a song from memory with attention to phrasing, dynamics and accuracy of pitch perform on a range of instruments confidently
Resources	<p>(a) Sing Up: JAMAWAILE; CIRCLE OF LIFE with a traditional Zulu and Xhosa introductory chant</p> <p>(b) AFRICA a whole class multi-layered voice and percussion performance piece</p> <p>(c) Bucket drums and pairs of sticks per player</p> <p>(d) Untuned percussion</p> <p>(e) mp3 recording and PowerPoint slides of AFRICA</p> <p>(f) paper copies of individual parts of AFRICA</p>
Introduction/ warm up	<p>Sing along to JAMAWAILE (Sing Up) adding pupils' ideas for accompanying movement.</p>
<p>Main part of the lesson to include some aspects of:</p> <p><i>Singing</i></p> <p><i>Composing</i></p> <p><i>Performing</i></p> <p><i>Listening</i></p> <p><i>Appraising</i></p>	<p>REMEMBER: 'SING UP' PROVIDES DETAILED TEACHING NOTES FOR SONGS</p> <p>(1) Display the lyrics and play the performance track of CIRCLE OF LIFE. Do pupils like the traditional Zulu and Xhosa chant with its evocative harmonies? Remind your singers that this is the film's opening number and its musical purpose is to create a strong dramatic atmosphere, which they should try to recreate in their performance. Many pupils may already be familiar with this number. Enjoy learning it thoroughly with the echo tracks ...and move!!!!</p> <p>(2) AFRICA (The three parts are on the next page). This is a whole class piece for:</p> <p>(i) voices + bucket drums and sticks</p> <p>(ii) tambours and tambourines</p> <p>(iii) claves</p> <p>Group 1: chant the words and play the rests on bucket drums (2 sticks per player)</p> <p>Group 2: divide into two sub groups to play this 'call and response' part – <u>no voices</u> ...the words are given to solely to guide the rhythms</p> <p>Group 3: Once again, play on claves <u>no voices</u>, the words guide the rhythms.</p> <p>Decide with pupils on the order of parts entering and choose a way to end the piece.</p> <p>NB: The mp3 provides a 'rehearsal demonstration' with voices used throughout. Your final performance should <u>not</u> use voices for parts 2 and 3. Every line of each part uses the same amount of time i.e. 4 steady beats</p>
Ideas for revisiting in the week	<p>One lesson will not provide enough time to make this multi-part piece totally polished, so find odd minutes to reprise and practise the parts.</p>

AFRICA LAYERED PIECE FOR VOICES AND PERCUSSION

Part 1: spoken with bucket drums/ sticks playing the rests (asterisks)

Africa * *

Fifty-four nations!

Africa * *

Far across the sea!

Part 2: echoed between 2 groups: tambourines and tambours – spoken for practice only

Pride of lions [Pride of lions]

Sleep all day [Sleep all day]

Wake at night [Wake at night]

Hunt their prey [Hunt their prey]

Part 3: claves – spoken for practice only

Forests and mountains

Long winding rivers

Hot, sandy deserts

Tropical forests

PART 1: Bucket drums and sticks

Africa * *

Fifty-four nations!

Africa * *

Far across the sea!

PART 2: Two sub groups perform as 'call and response': Tambours/ tambourines

Pride of lions

Pride of lions

Sleep all day

Sleep all day

Wake at night

Wake at night

Hunt their prey!

Hunt their prey!

PART 3: Claves

Forests and mountains

Lakes and winding rivers

Sandy deserts

Trees and mighty forests