

## MUSIC MADE SIMPLE

YEAR 6 IPC UNIT TITLE: WHAT A WONDERFUL WORLD! SPRING TERM (1) LESSON 1 2 3

CONTENT	TEACHING AND LEARNING
<b>Musical learning</b>	<ul style="list-style-type: none"> <li>• communicate the meaning/mood of a song</li> <li>• compare two songs from different countries</li> <li>• sing with attention to phrasing, accuracy of pitch, for a special occasion</li> </ul>
<b>Resources</b>	<p>(a) Sing Up website: <b>KYE, KYE, KULE; FOUR WHITE HORSES; THIS IS OUR WORLD</b></p> <p>(b) mp3 recording: <b>GREETINGS</b></p> <p>(d) claves</p> <p>(e) untuned percussion</p>
<b>Introduction/ warm up</b>	<p><b>GREETINGS!</b> Arrange pupils in pairs. During the words ‘to say ‘Hello’’ each pair separates to go and meet a new partner. Appoint soloists to lead with new greetings/ actions and keep the song going over several repeats.</p>
<p><b>Main part of the lesson to include some aspects of:</b></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><b>PERFORMANCE WEEK</b></p> <p>1) Sing <b>KYE KYE KULE</b> (Sing Up) using the backing track for support. Ask a small group to keep the pulse (strong beat) on untuned percussion.</p> <p>2) Sing <b>FOUR WHITE HORSES</b> (Sing Up) unaccompanied if possible, with pupils in groups of 4, performing the 6-beat clapping patterns.</p> <p>3) Can pupils identify any musical differences between the African and Caribbean songs? (Given the African/musical roots of Caribbean people, it would be surprising if children found many differences!)</p> <p>4) Play the full performance track of <b>THIS IS OUR WORLD</b> and encourage pupils to join in with all the refrains and choruses and any other song sections that they have learnt.</p>
<b>Ideas for revisiting in the week:</b>	<p>Try to learn all the remaining parts of <b>THIS IS OUR WORLD</b> and perform to the school in an assembly.</p>