

Edward Peake C of E VC Middle School



Medium Term Plan

Subject: Music	Unit: Africa	Term/Duration: Summer 2	Year Group 5		
Prior Learning: • •		Key Vocabulary: Ostinato, Call and response, marimba, xylophone			
By the end of this unit, pupils will know/have experience of:					
<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 					
	Learning Objectives	Content	Assessment	Resources	SMSC
1	LO: To play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression	<p>Starter: Use slides to talk about Africa and make the point that it is a vast continent, not a country. How many countries can they name (there are 53 - named on the slides).</p> <p>Main: Today we are going to focus on just one country - Kenya. Watch video and learn song. Use worksheets - there is a translation of the words on the sheet.</p> <p>When the class have learned the song, move on and talk about instruments. Then use the xylophones to play the song.</p> <p>Try half the class playing and half singing with the video.</p> <p>Plenary: Exit ticket - think of one geographical and one musical thing you have learned today. This could be done on 'post its' and kept for next lesson.</p>	<p>Questioning</p> <p>Pupil assess group performance</p> <p>Teacher to reward any 'good' performances - singing or playing and use of 'good'</p>	<p>Slides</p> <p>Song words</p> <p>Instrumental music worksheets</p> <p>Xylophones (and other percussion?)</p> <p>Recording device</p>	<p>Social: Why is it important to learn other languages?</p> <p>Moral: Have you taken a fair share of playing and singing today?</p> <p>Spiritual: How does it feel when someone welcomes you?</p> <p>Cultural: Why do you think the music was easy to learn by copying?</p>

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			technique when playing.		
2	LO: To play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression	<p>Starter: Notes and rhythms starter. Can they remember FACE and where they go. What about note values (Minim, Crotchet, quaver?)</p> <p>Main : Revisit 'post it' comments to focus on Kenyan music. Play an example of Kenyan instrumental music.</p> <p>Sing through Kenyan song, then organise the children into groups (4 or 5s). Each group needs 2 xylophone players for the melody and then 2 or 3 percussion players for the other parts (as shown on worksheet).</p> <p>Stress correct choices of instruments and good techniques for playing. (Alternatively arrange sections of the classroom for each instrumental part and the children can rotate around each part so they will be able to play 2 or 3 different parts by the end of the lesson - which part did they find easiest/most tricky?)</p> <p>Perform and record song.</p> <p>Plenary: Listen to recording - have we captured the 'Kenyan' sound and the 'flavour' of the music? What is the same? What is different or could be improved?</p>			Social: Moral: Spiritual: Cultural:
3	LO: To improvise and compose music for a range of purposes using the inter-related dimensions of music	<p>Starter: Either - Use African Music powerpoint (on old Staff Area) to listen to a range of instruments from different regions of Africa and music from North, Central, East, West and South Africa.</p> <p>Or - use the video on African instruments on the slides</p> <p>Main: Use 'Deserts' slides to introduce the idea that deserts cover a lot of land in Africa. There are 9 deserts - ranging from the Sahara at over 9 million km² to deserts only 18km².</p> <p>Play Varese's 'Deserts' while the children make a mindmap on plain paper thinking about the features of a desert and the moods/feelings you might encounter in the desert.</p> <p>In groups of 4 or 5 discuss which instruments might be appropriate for creating their own desert music - some instruments should be African</p>			Social: Moral: Spiritual: Cultural:

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		<p>sounding (e.g. kalimba/mbira, drums, xylophones), some instruments might create the sounds of the desert (maracas, guiro, woodblock, keyboard, voices, brushes on drums.)</p> <p>Plenary: Discuss ideas from mind map and how groups are going to portray the features.</p>			
4	<p>LO: To improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Starter: Rhythmic starter using rhythms with crotchet rests from slides.</p> <p>Main: Revise ideas from last lesson and give groups time to rehearse their music. Encourage groups to have a story line to their music. (e.g. the sun coming up in the morning, animals in the desert, a sandstorm approaches and dies away, night falls and the heat turns to cold). Record groups or get groups to perform to one another.</p> <p>Plenary: Listen to recording or discuss what they enjoyed about other groups. What was effective? Is there anything that didn't 'work' and how could it be changed to be more effective?</p>			<p>Social:</p> <p>Moral:</p> <p>Spiritual:</p> <p>Cultural:</p>
5	<p>LO: To sing a call and response song with accuracy - taking a variety of roles.</p> <p>To play a rhythmic accompaniment to the song, keeping in time.</p>	<p>Starter: Use slides to do Last lesson/last month/last term/first term starter. Children to use GNB or whiteboards to note down ideas.</p> <p>Main: Explain that this week we are going to look at a folk song from Ghana. Look at where Ghana is on the map. Explain what is meant by a 'call and response': one person makes the 'call' (sings a line) and then a group will sing the 'response' (often just copying the call - sometimes it can be a 'chorus' type line)</p> <p>Learn the song with the teacher doing the 'call' and the class doing the response. (A video could be used if needed.) Can half the class do the call and the other half do the response? Swap.</p> <p>Learn the actions:</p> <ol style="list-style-type: none"> 1. Tap your <i>head</i> 4 times to the beat. 2. Tap your <i>shoulders</i> 4 times while twisting upper body side to side. 3. Put your <i>hands on your hips</i> while twisting upper body side to 			<p>Social:</p> <p>Moral:</p> <p>Spiritual:</p> <p>Cultural:</p>

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		<p>side 4 times to the beat. 4. Tap your <i>knees</i> 4 times to the beat. 5. Bend over and <i>touch your feet on "kum"</i> and then <i>your waist on "adende"</i>, like a see-saw. 6. Group <i>repeats the action</i> in Step #5. Then on "hey", everyone puts their <i>hands up in the air</i>.</p> <p>Learn the percussion parts from the video - this could be in 4s or each quarter of the class could have different instruments and the children could move from group to group to play each part. Either perform as a class or challenge a group of 4 to perform a sung version and an instrumental version. Plenary: Perform as class or each group perform. Extension - there is a 2 parts arrangement that could be used.</p>			
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