

## Unit: Roots

**Musical focus:** Mini musical performance  
**Subject link:** English

### MEDIUM TERM PLAN

LESSON

1

#### LESSON LEARNING

- Singing a traditional Ghanaian song
- Devising rhythmical actions to music
- Developing a performance of a musical

#### TEACHING ACTIVITIES

##### Scene 1 ~ Ayelevi

Introduce the script and learn to sing the welcome song *Ayelevi*

##### Village life

Devise actions to perform with the song

##### Perform Prologue and Scene 1

Perform the script, song and mimed actions for the Prologue and Scene 1

#### LEARNING SUPPORT

Encourage the children to feel the beat with their whole bodies as they learn to sing *Ayelevi*. Stand to sing and keep knees soft and bouncy, move arms, shoulders, hips and feet. When devising the work actions in small groups, exaggerate the movements and again, engage the whole body in a relaxed way.

LESSON

2

#### LESSON LEARNING

- Improvising descriptive music
- Singing a traditional children's game song from Ghana

#### TEACHING ACTIVITIES

##### The riverbank

Compose *River sounds* music using classroom percussion and soundmakers

##### Obwa si mi

Sing a traditional Akan children's song

##### Perform Scene 2

Perform Scene 2 script, song and *River sounds*

#### LEARNING SUPPORT

Help the children to sing the correct pitches in *Obwa si mi* by noticing that the melody moves up by step the first time on 'Obwa si mi sa', then down the second time.

LESSON

3

#### LESSON LEARNING

- Playing rhythm cycles
- Combining rhythm cycles in a percussion piece

#### TEACHING ACTIVITIES

##### Kpanlogo

Learn to perform three traditional Ghanaian rhythms on bodies

##### Drum warning

Combine three percussion rhythms

##### Perform Scene 3

Perform the percussion piece *Drum warning* in Scene 3

#### LEARNING SUPPORT

To play the kpanlogo rhythms on instruments accurately and with a good quality of sound, learn them at a slower tempo, at which the children can play with confidence. Increase the tempo as they become familiar with the combined patterns.

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### MEDIUM TERM PLAN

LESSON

4

#### LESSON LEARNING

- Singing call and response songs in two groups
- Devising rhythmic movement
- Developing a descriptive composition

#### TEACHING ACTIVITIES

##### The village vanishes

Learn a West African call and response work song

##### Sansa kroma

Learn a second call and response song

##### River music and stepping stones

Explore ways to adapt river music compositions to reflect the mood and action in the script

#### LEARNING SUPPORT

As the children explore their ideas for the river music, encourage them to think of ways they can use the musical dimensions of tempo, dynamics, texture and timbre to develop the music.

LESSON

5

#### LESSON LEARNING

- Planning and structuring pieces to make a finale
- Combining songs with rhythmic cycles

#### TEACHING ACTIVITIES

##### Escape

Revise *Drum warning* and perform as part of Scene 7

##### Celebration

Revise the medley of songs and plan a celebration finale

##### Finale

Rehearse the music, dance and dialogue for your finale

#### LEARNING SUPPORT

You may decide to perform the play with music entirely performed by the children, rather than using the backing audios. If so, a confident soloist could set the pitch of the call and response songs by singing the first line.

LESSON

6

#### LESSON LEARNING

- Developing and rehearsing for a performance
- Performing to an audience

#### TEACHING ACTIVITIES

##### Bringing it all together

Read through the complete script, making preparations for a final performance

##### Rehearse!

Practise the complete musical scene by scene with dialogue, music and songs

##### Perform!

Perform *Anansi saves the village* to an audience

#### LEARNING SUPPORT

It may help the musicians to appoint one of them as musical director. They could follow a plan of the performance structure and cue the players by setting the beat or playing a starting rhythm.

## Mini musical performance

## ASSESSMENT SHEET

# MUSIC EXPRESS

1. Singing a traditional Ghanaian song (Lesson 1)
2. Devising rhythmic actions to music (Lesson 1)
3. Developing a performance of a musical (Lesson 1)
4. Improvising descriptive music (Lesson 2)
5. Singing a traditional children's game song from Ghana (Lesson 2)
6. Playing rhythm cycles (Lesson 3)
7. Combining rhythm cycles in a percussion piece (Lesson 3)
8. Singing call and response songs in two groups (Lesson 4)
9. Devising rhythmic movement (Lesson 4)
10. Developing a descriptive composition (Lesson 4)
11. Planning and structuring pieces to make a finale (Lesson 5)
12. Combining songs with rhythmic cycles (Lesson 5)
13. Developing and rehearsing for a performance (Lesson 6)
14. Performing to an audience (Lesson 6)

WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

**CONTINUATION SHEET**

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WORKING AT	WORKING TOWARDS	WORKING BEYOND
(names/comments)	(names/comments)	(names/comments)

## KEY NATIONAL CURRICULUM AREAS COVERED

- Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music
- Pupils appreciate and understand music drawn from different traditions
- Pupils learn to sing and play musically with increasing confidence and control
- Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures