

LESSON PLAN



LEARNING TARGET: To understand the importance of rhythm and beats.

LEARNING OUTCOMES: How to use musical symbols to assign beats to a set of lyrics. Rehearse and present for a performance.

GLOBAL DIMENSION CONCEPT/S INCLUDED: CONFLICT RESOLUTION / SOCIAL JUSTICE / **VALUES & PERCEPTIONS** / SUSTAINABLE DEVELOPMENT / INTERDEPENDENCE / HUMAN RIGHTS / **DIVERSITY** / GLOBAL CITIZENSHIP

CURRICULUM

Containing sounds through singing and playing – performing songs

1 a) Sing songs, in unison and two parts, with clear dictation, control of pitch, a sense of phrase and musical expression

1 b) play tuned and untuned instruments with control and rhythmic accuracy

1 c) Practise, rehearse and present performances with an awareness of the audience

RESOURCES

The supporting PowerPoint for this lesson can be downloaded from our website at www.worldleprosyweek.org under Free lessons Key Stage Two

Music sheet 'All I have is you' is available on this lesson plan and on the PowerPoint.

KEY WORDS

Rhythm
Beat
Quaver
Crotchet
Rest
Syllable
Lyrics

LESSON ACTIVITIES

Teacher's Notes

You will need to print off copies of the lyrics for the children to fill in during Activity One.

Introduction

Share with the children that it is World Leprosy Week (26 – 30 January). This year The Leprosy Mission is focusing on a project in Chanchaga, a rural village in Nigeria.

Tell the children that we have been sent a song from the project in Nigeria. However, we need to work out a rhythm to go with it.

An easy way to create a rhythm is to use the syllables from each of the words. Let's have a look at an example.

Show the children the slide with the words Tea and Coffee. Ask how many syllables each word has. Tea (1) Co – ffee (2).

Tea is shown with a crotchet – a one beat note, co-ffee is shown with $\frac{1}{2}$ beat notes (quavers – not the crisp kind!).

Show the two symbols that show a crotchet ♩ and a quaver ♪.

When you have two quavers together it equals one beat and the symbol is shown as ♪♪

Also explain that there are four beats to a bar. So within this bar we are going to sing Tea, Co-ffee, Tea, Co-ffee.

To help the children understand the steady beat you can get them to listen to their heartbeat. It may also be useful to have one child to count 1,2,3,4 during the bar.


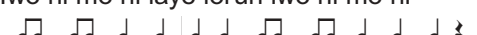

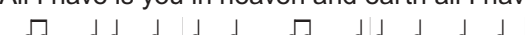
Practice singing the four words within four beats until the class is confident.













Sometimes you also need to take a rest (this is where there is a beat, but no words to sing).

The symbol to show a rest is ♫

Now have a look at the first line of the song 'All I have is you' by Easter Ojo.

All I have is you by Easther Ojo

1. 
Iwo ni mo ni laye lorun iwo ni mo ni

Jesu iwo Ni mo ni i I Jesu iwo ni mo ni.

All I have is you in heaven and earth all I have is you

Jesus all I have is you Jesus all I have is you

2. 
Mo lo lu wa ti ki kuna

Ti ki kuna

Titi aye.

Amin jesu ko le kuna

Jesu kole kuna

Titi aye

I have a God who never fails

Who never fails

For ever more.

Amen Jesus never fails

Jesus never fails

For ever more.