

## Guidelines for the use of 'HL5.1 - Music from different generations and cultures'

<b>Activity title:</b>	<b>Music from different generations and cultures</b>
<b>Curriculum area:</b>	Music
<b>NC objectives:</b>	Music 3a, 3b, 4a, 4d, 5a, 5c, 5e
<b>Main learning objective:</b>	Pupils will work in groups to appraise music from different cultures using technical musical vocabulary

<b>Timing</b>	<b>Lesson plan ideas, activities and resource sheets</b>
<b>INTRODUCTION</b> 15 minutes	<ul style="list-style-type: none"> <li>Ask the class if they have ever been taught a song by a family member or friend (perhaps they teach each other songs or chants in the playground?). Can they describe it using musical vocabulary? What are the words about? Can they remember the melody?</li> <li>Introduce the idea that sharing songs with people from different generations and backgrounds is important - why might this be? (you can learn about the different people through their music, you can learn about different languages and cultures through their music, you can learn about different generations and periods in history through their music)</li> </ul>
<b>MAIN ACTIVITY</b> 30 minutes	<ul style="list-style-type: none"> <li>Open the Hidden Lives website on page <a href="http://www.bartonandredworth.org.uk/page_id_119_path_Op30p.aspx">http://www.bartonandredworth.org.uk/page_id_119_path_Op30p.aspx</a> and introduce Fiona Kam Meadley whose project "The Barton Street Recordings" recorded the traditional songs, poems, and stories of people in the street in the languages spoken there. Play the class the YouTube clip at the bottom of the page, the song Fiona's father taught her.</li> <li>Explain that this is one of a number of recordings of music from the different cultures in Barton and Tredworth and follow the link at the bottom of Fiona's page to the YouTube channel to <a href="#">"listen to more of 'The Barton Street Recordings'"</a> (or search for "The Barton Street Recordings" in the YouTube search).</li> <li>Ask the class to work in pairs or small groups. In these groups they must listen to a number of "The Barton Street recordings" and make notes on each of them, recording information about the country from which the</li> </ul>

	music originates, the instrumentation, any features of the music itself (timbre, rhythm, tempo, where they think it is being performed etc.) and its use (religious, folk, etc.).
PLENARY 10 minutes	<ul style="list-style-type: none"> <li>Ask the class to feedback what they have found. Record the results. What did they learn? Which were their favourite musical examples? Can they still remember their melodies?</li> </ul>

### Suggested extension activities or cross curricular links:

- Use the lesson as an introduction to music from different cultures and backgrounds.
- Choose one of the examples and use it as the basis for a project on the music of that particular country (i.e. music from the Caribbean, African music, Pentatonic music, etc.).
- Choose one of the examples and use it as the basis for a performance - teach the class to play and write the simple melody of Fiona's song "Bengawan Solo".
- Ask the class to get their parents to teach them a song they sang as children for homework. Ask them to write down the lyrics and record the music using a score or graphic score.