

Giant Steps KLA Core Program – African Beats

Overview

KLA: Creative Arts	Semester: One	Year: 2017							
Unit of Work Title: African Beats (Music, Dance and Drama)	Duration: Term 1 - 6-10%, 1.5-2.5hours 10 weeks Term 2 - 6-10%, 1.5-2.5hours 10 weeks		Stage: Early Stage One						
Program: Primary	Class: XXX		Authors: Bronte Arns, Lene Jeffrey, Vanessa Lucas, Selena Cheyne						
	<table border="1"> <thead> <tr> <th data-bbox="875 655 1205 699">Student Name</th> <th data-bbox="1205 655 1534 699">Initials</th> </tr> </thead> <tbody> <tr> <td data-bbox="875 699 1205 742"></td> <td data-bbox="1205 699 1534 742"></td> </tr> <tr> <td data-bbox="875 742 1205 788"></td> <td data-bbox="1205 742 1534 788"></td> </tr> </tbody> </table>	Student Name		Initials					
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Description: <p>In this unit, students will be introduced to a range of music, dance and drama activities, drawing on aspects of culture from the African continent. Programs address individualised goals through singing African play songs and/or experimenting with the voice, playing and improvising on African instruments, listening to African music, participating in African dance and movement and exploring a range of drama experiences drawn either from traditional African stories, or featuring themes specific to the continent and culture. Through this unit of work, students will begin to broaden their world-view through the arts. This program also begins to address early social competencies for engaging in group music-making, such as social orienting, joint attention, imitation and joint action, adjusting behaviour to coordinate with others, turn-taking, sharing emotion and regulating to the group. A focus on drumming, and in particular drum circles will form the basis of rhythm activities. An end of semester festival event will be held, with an outside provider invited to provide an experiential, hands-on workshop for students, staff and families.</p>									

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Questions and Activity Bank

Key Enquiry Questions:			
KLA	Outcome	Key Guiding Question	Activity Bank (Taking into consideration all abilities)
Creative Arts	MUES1.1	Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts.	Does the student participate in a range of African musical activities through singing, playing and/or moving?
	MUES1.2	Creates own rhymes, games, songs and simple compositions.	Does the student create simple sounds using a range of musical means?
	MUES1.4	Listens to and responds to music.	Does the student listen and respond to receptive music experiences?
	DRAES1.1	Uses imagination and the elements of drama in imaginative play and dramatic situations.	Does the student participate in dramatic experiences?
	DRAES1.3	Dramatises personal experiences using movement, space and objects.	Does the student use movement, space (environment) and objects to participate in dramatic experiences?
	DRAES1.4	Responds to dramatic experiences.	Does the student attend and respond to dramatic experience (e.g attends a play, watches a peer play)?
	DAES1.1	Participates in dance activities and demonstrates an awareness of body parts, control over movement and expressive qualities.	Does the student participate in African themed dance activities?
			<p>Singing and vocal development</p> <p><u>'Sound Safari'</u> – using video or live modelling, encourage students to follow the vocal warm-up exercises, either simultaneously, or in a call and response style (resource provided)</p> <p><u>Sia Humba</u> – using visual songbook teach the sounds and rhythms of this song, either taking turns with a microphone or all together (resource provided).</p> <p><u>The Lion Sleeps Tonight</u>: using visual songbook, students learn the song in chorus-verse format, and can also learn to sing them using contrast in vocal volume eg. Sing the verses softly, then the chorus loudly. (As an instrumental activity) - give one type of instrument to half the students, and the other half play a contrasting type of instrument eg. Egg shakers and bells. An adult model is placed with each group and the music therapist 'conducts' group with reference to the images in the visual songbook.</p> <p><u>Abiyoyo</u>: Students stand or sit in a circle, holding hands and swinging them together on the beat for the song. Words can be adapted to be a goodbye song.</p> <p>Instruments and improvisation</p> <p><u>Drum Circling</u>: Each student chooses a djembe drum and takes it back to their seat. Use any of the following songs to build anticipation, vary styles of playing and adjust volume and pace:</p> <ul style="list-style-type: none"> • A ram sam sam • Heads shoulder knees and drum • The zulu warrior <p><u>Rhythmic Regulation</u>: Using video or live modelling, teach a straight 4/4 beat on the drum, then vary by introducing a range of simple, repeated rhythmic patterns such as:</p> <ul style="list-style-type: none"> • Ta, ta, ta, rest • Ta, ta-te, ta, rest • Ta, ta, clap • Cha-cha cha – Ta-te, ta, rest, rest • Heartbeat - Ta-te, rest, rest, rest <p>Use a steady drum circle backtrack to play along with, modelling different rhythms for students to copy. Arthur Hull has produced drum circle resources for this purpose.</p> <p><u>Imitation with Instruments</u>: Using the song 'I just can't wait to be king' from the Lion King movie, each student follows modelled actions with claves, egg shakers or other familiar percussion instruments and regulates to the group. Students may take turns being the leader of the group, modelling actions for the group to copy.</p>

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				<p>African Instruments: Introduce a range of new African hand percussion instruments, first modelling how they are played, then using a visual turn-taking support, encourage all students to have a go, then pass it on carefully to the next student. Instruments may include:</p> <ul style="list-style-type: none"> • thumb piano • shekere (gourd shaker) • seed pod shaker • tongue drum • any other available African instruments <p>This will link into the drama story 'Handa's Surprise'</p> <p>A ram sam sam: Each student selects one pair of claves and one pair of egg shakers. A ram sam sam is sung in chorus/verse form, and the adult models playing the sticks for the verse, then putting them down and picking up the egg shakers to sing and play for the chorus. A visual songbook with photo images may be used, along with clear adult modelling. If students find it hard to organise their instruments, a template may be placed at their feet for each instrument to be placed when not being played.</p> <p>Dance and movement</p> <p>Funga Alafia: Students follow video or live model to learn the actions of this welcome song. Once familiar, students choose a partner, then complete actions together in a complementary manner (resource provided)</p> <p>Epo e tai tai: Use this repetitive rhythmic song to create or copy partnered hand-clapping game movements.</p> <p>Zimbole: Locate modelling videos for this song on youtube and teach the four repeated movements.</p> <p>Je Je Kule: Music therapist models the actions to Je Je Kule. All join in the dance, with emphasis on the 'Huh!'s and holding hands</p> <p>Partner Dances: Staff model dance movements either live or on video to preferred African-themed songs, such as songs from the Lion King movie (eg. Circle of Life, I Just Can't Wait to be King), the Jungle Book movie (I Wanna Be Like You), or Waka Waka by Shakira. Teach students by first watching, then taking turns to make sure they can complete the dance actions individually, then having students choose a partner for the dance.</p> <p>Listening and watching</p> <p>African Video Choice: Students take turns choosing an African music video from a visual choice PowerPoint. They can remain seated to watch or relax on mats or cushions depending on sensory needs. These might include songs such as:</p> <ul style="list-style-type: none"> • 'Beautiful Rain' by Ladysmith Black Mambazo • 'Africa' by Toto • Any song by Sweet Honey in the Rock • The alphabet song as sung by The Muppets • Music featuring the African Kora harp
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				<p>Drama</p> <p><u>Animal Boogie:</u> Using the Barefoot Book ‘Animal Boogie’ and a range of animal puppets matching the storyline. Sing through each part, then introduce each animal through modelling how to use the puppets, and modelling the movements they make. Students take turns to sing the parts and recreate the actions using the puppets, or moving their bodies like the animals in the story.</p> <p><u>Handa’s Surprise:</u> Introduce the story ‘Handa’s Surprise’ as either a version with food (the original) and an adapted version with musical instruments. Each week the activity is developed adding layers such as:</p> <ul style="list-style-type: none"> • Trying on the animal puppets • Taking turns playing the different African instruments • Packing away in the basket • Identifying instruments and animals from the storybook and real objects by verbally labelling or matching to a template • Playing along on the instruments in a ‘play-and-stop’ song • Modelling and imitating the expressions of the characters in the book • Using mirror to watch oneself and others taking an active role • Showing the roles of the drama visually on a strip, with a space on each part (animal) for a student photo • Allocating roles for students and later, having them choose roles for themselves • Putting on the play as a production for another class or families <p><u>Animal Walks:</u> Watch examples from youtube of each animal and comment on how they move. Alternatively create video models of how each animal moves.</p> <p>Draw an animal track around the room, and an adult puts the puppet on, moving around the track in the style of the animal puppet they have. They can then choose a friend to have the next turn. A further extension is to make animal masks as part of the visual arts program, and wear these for the animal walks.</p> <p><u>Animal Puppet Show:</u></p> <ul style="list-style-type: none"> • Set up the puppet theatre under the IWB • Show through the scripted puppet show PowerPoint (resource provided) • Invite students to have a turn in the puppet theatre holding their puppets up
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Outcomes

Outcomes:	Learning Goals	Students
MUES1.1 Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts.	Individualised learning goals	Student Initials
MUES1.2 Creates own rhymes, games, songs and simple compositions.		
MUES1.4 Listens to and responds to music.		
DAES1.1 Participates in dance activities and demonstrates an awareness of body parts, control over movement and expressive qualities.		
DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations.		
DRAES1.3 Dramatises personal experiences using movement, space and objects		
DRAES1.4 Responds to dramatic experiences.		

Assessment

Assessment Overview		
Pre	Progressive	Post
Xxx	Xxx	Xxxx

