

The dramatic combination of live instruments and voices in 'The Lion King' sets the mood of the scenes and helps to convey the wide range of emotions of the characters – wonder and grief, anger and pride. The music from the show draws from traditional African music and this lesson will help pupils learn about the common characteristics of these musical traditions.



Simba

MAKING MUSIC

LEARNING OBJECTIVES

- Controlling pulse and rhythm
- Developing a physical response to music
- Using known songs to develop control of pulse and rhythm
- Playing a variety of percussion instruments



Lionesses

To learn more view
**THE LION KING
BEHIND THE SCENE**
EPISODE 9 - MAKING THE MUSIC



Nala

PREPARATION

Photocopy the activity sheet (Primary 8) for each child. You will also need to assemble a collection of percussion instruments: drums, tambourines, chime bars, anything will do, and the more the merrier.

BACKGROUND INFORMATION: THE MUSIC

In Africa, life is permeated with music. It has a function in society beyond simple entertainment: songs are also written to teach, encourage, mourn and heal. Music serves a social function; helping to strengthen the circle of society. The music from 'The Lion King' has a strong link to traditional African music. Encourage your pupils to listen out for the following traits that are common to all African musical traditions.

Repetition: A repeated pattern of sound and rhythm.

Polyphony: Two or more melody lines played simultaneously, working together into a greater whole.

Polyrhythms: Two or more rhythm patterns playing at the same time.

Call and response: The leader sings or speaks a line, which is echoed and perhaps added to, by the larger group. Call and response can also work between two groups.

LESSON OUTLINE

Familiarise children with a basic 4/4 beat: count one, two, three, four, clapping with each count and placing an extra emphasis on the 'one'. This is the first beat of the bar. Get the children to join you.

Split the class so that one half is clapping 'one, two' and the other 'three, four'.

Continue by introducing a half-beat: one-and two-and three-and four-and, with the children still clapping on the number. Once they have got used to this, instruct one half to clap the numbers, and the other half to clap the ands. Use your finger or a stick to conduct, pointing at each group in its turn. After that, have one group clap 'one-and two-and' and the other group 'three-and four-and', making eight claps (or half-beats) in all per bar.

Distribute the percussion instruments so each child has something to play. Get them to strike their instruments as you clap out the 'one two three four' beat. Once they've got into the rhythm, start singing 'Row, row, row your boat' in time to the beat, while still conducting to keep them in time.

Split the class into three groups. Two groups will be singing (you might need an additional adult to help here). Ask them to sing 'Row, row, row your boat' as a round song. Continue to clap the beat yourself until they've got into a flow, then invite your third group – the musicians – to beat out the four beats for you.

Identify two or three children who seem to have a strong sense of beat and make them the official rhythm section. Their job is to keep the 4/4 beat going. The other children can now start



to improvise their rhythms. Remind them to keep the 4/4 beat going in their heads, tapping their feet or nodding their heads to help them, with the emphasis always on the 'one'.

Count your rhythm section in (one, two, three, four...), then start the song with half the singers when they have completed the first bar (four beats). When you have completed the first line 'Row, row, row your boat' the other singers repeat it, while your group moves on to 'gently down the stream'. At a given signal, the percussion section can start doing their thing.

Make sure that you rotate your groups so that every child has a go at each of the three roles.

If you have an opportunity to perform for another class or the children's parents you might like to arrange the children in a big circle, with the singers and the rhythm sections grouped together, all wearing the masks that they made with Activity Sheet 7 (Mask Making).

Hand out the activity sheet. The children write and draw the instrument that they played and name some of the other instruments that were used. The activity sheet also shows the words to 'Row, row, row', with space underneath for pupils to make up their own words for additional verses. This is in itself an exercise in rhythm. Depending on the children's age and ability, encourage them to make the second and fourth lines rhyme.

While you keep the beat on a drum, the children take it in turns to sing their verses with a partner singing the response. If there isn't enough time for everyone to have a turn, they can always perform their verses in the next music class.

ADAPTING THIS ACTIVITY FOR OLDER PUPILS

If you are working with older or more able pupils you may wish to divide the children into more groups: metal instruments (triangles, cymbals), struck instruments (drums, bongos) and rattles, for example, and allot them different roles, following your voice. For example, 'Row, row, row' might be accompanied by rattles, 'boat' might be a clash of the cymbals, etc. Write the instructions on the board where all can see it. Include the beat.

PLENARY

Pupils talk about their roles in the performance. Which role was the easiest/most difficult to undertake? Why? Which instruments did they like best? Which other instruments could they use for the activity? How could they improve their performance?

EXTENSION ACTIVITIES

Try other round songs, such as London's Burning (which has three beats to the bar like a waltz, not four) and see how that affects the children's use of the percussion instruments.

You could also ask the children to design and make their own African instruments to use to accompany their song. A simple shaker can be made by taking the top off a washing-up liquid bottle, quarter filling with lentils or dried beans, replacing the top and decorating. Bongos of different tones can be made by removing both ends from a number of tin cans, taping them all together in a tube and topping them off with a can that has retained its bottom. This is the striking surface. Different numbers of cans will create different pitches. The instruments can then be decorated with brightly coloured wrapping paper or paints.

1 RATTLES ROW	2 RATTLES ROW	3 RATTLES ROW YOUR	4 CYMBALS BOAT
1 TRIANGLES GENTLY	2 TRIANGLES DOWN THE	3 DRUMS STREAM	4
1 DRUMS MERRILY	2 RATTLES MERRILY	3 DRUMS MERRILY	4 RATTLES MERRILY
1 TRIANGLES LIFE IS	2 RATTLES BUT A	3 CYMBALS DREAM	4

MAKING MUSIC

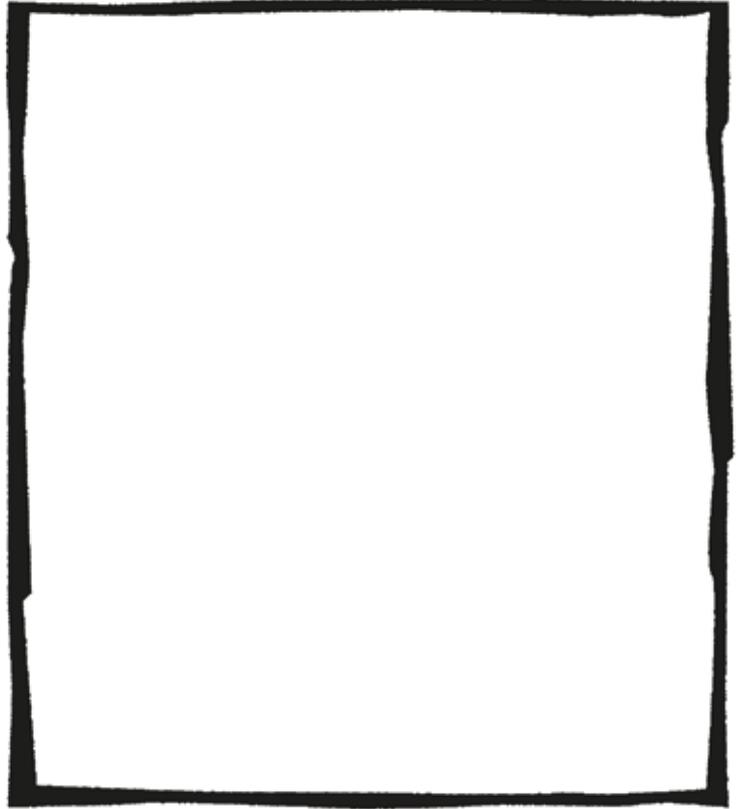
Name

Age

Instrument I played

Instruments other people played

This is a picture of my instrument



**Write your own words to the song 'Row, Row, Row'.
Remember to write them so each line has four beats.**

Row, row, row your boat

Gently down the stream

Merrily, merrily, merrily, merrily

Life is but a dream

NATIONAL CURRICULUM LINKS

LESSON PLAN 8 - MAKING MUSIC

ENGLAND

	Key Stage 1	Key Stage 2
Music	use their voices expressively and creatively by singing songs and speaking chants and rhymes	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
	play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music	Improvise and compose music for a range of purposes using the inter-related dimensions of music

WALES

	Foundation Phase	Key Stage 2
Music		
Skill	explore a range of sound sources and experiment with different ways of making and	sing with increasing control of breathing, posture, diction, dynamics, phrasing, pitch and duration
	organising sounds	play instruments, using appropriate playing techniques and with increasing dexterity and control of sound
	sing a range of songs with others	practise and evaluate their performing in order to improve
Range	Performing	
Appraising	listen to and appraise music	

NORTHERN IRELAND

	Key Stage 1	Key Stage 2
Music	work creatively with sound by investigating, experimenting, selecting and combining sounds to express feelings, ideas, mood and atmosphere	work creatively with sound by creating musical stories, pictures, patterns, conversations, accompaniments and by investigating ways of preserving the music they have created
	sing and perform with simple instruments to develop vocal and manipulative control	sing and perform with simple instruments from memory, by ear or from notation to develop vocal and instrumental skills
	listen and respond to their own and others' music-making, thinking and talking about sounds, effects and musical features in music that they create, perform or listen to	listen and respond to their own and others' music-making, thinking about, talking about and discussing a variety of characteristics within music that they create, perform or listen to

NATIONAL CURRICULUM LINKS

LESSON PLAN 7 - MASK MAKING

SCOTLAND

	First	Second
Music	can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics	I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics
	I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work	I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work
	I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances	I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances