

One of the strongest features of 'The Lion King' is the music – from vibrant African tribal beats to memorable haunting airs. Through its own language, the music helps to convey much of the meaning in the play and adds to the appearance, actions and words from the actors. Students will learn how music can be used to convey meaning in this lesson.



THE LANGUAGE OF MUSIC

LEARNING OBJECTIVES

- Explore the relationship between music and characterisation
- Write to explain how musical performance represents a chosen character
- Perform through singing and playing instruments to convey meaning



Nala

To learn more view
**THE LION KING
BEHIND THE SCENES**

EPISODE 3 - MEET THE CHARACTERS
EPISODE 9 - MAKING THE MUSIC

PREPARATION

Photocopy the project sheet (Secondary 6) for each student. Have ready as many percussion instruments as possible, and recordings of 'Peter and the Wolf' and/or 'Carnival of the Animals' to play to the class.

LESSON OUTLINE

Remind students that the musical score of 'The Lion King' includes many African percussion instruments, which convey a wide variety of emotions, atmosphere and locations. Explain that they will be using instruments to depict different characters from 'The Lion King'.

Play extracts from 'Peter and the Wolf' and/or 'Carnival of the Animals' to illustrate the idea.

Distribute the project sheets to students. They should work in pairs to assign a percussion instrument to each character listed on the sheet. (Choose from instruments available or which can be replicated on the synthesiser). Explain that they should consider the personality of the character, the way they move, the qualities they exhibit – dignity, wisdom, craftiness. They should write reasons for their choice, and how it should be played – fast, slow, loud, smoothly.

Having completed the sheet, students then decide which of the pair is to play the instrument and who will provide the movement for each character. Pairs should be given time to rehearse before the class comes together to perform.

If some students play other instruments, e.g. string or wind, encourage them to bring them in (the tuba could suit Pumbaa, for example). You could experiment with adding background music to the percussion (e.g. Vivaldi's

'The Four Seasons' or Dvorak's 'New World Symphony').

To develop the performances, two pairs could be combined to express a meeting between two characters: Simba and Nala; Scar and Mufasa; Timon and Pumbaa. How do their instruments merge or conflict?

PLENARY

Discuss what has been learned from the interpretations. Which characters are easiest to represent? Which most difficult? Why? What props would have helped?

EXTENSION ACTIVITY

Groups of students prepare and perform readings of poems, with mixed high/low voices, as call-and-response, with percussion accompaniment. Choose poems according to the ability of the group, from Lewis Carroll's 'You are old, Father William' to William Blake's 'The Tiger'.



Simba

THE LANGUAGE OF MUSIC

You are going to assign a percussion instrument to represent nine characters from 'The Lion King'.

Think about:

- Availability of instruments
- Personality of the character
- How they move
- Their qualities (dignity, playfulness, craftiness, kindness, wisdom, etc.)

In what manner should the instruments be played for each character?

For example: fast, slow, loud, choppily, smoothly, softly.

	INSTRUMENT	WHY ?	PLAYED HOW ?
SIMBA			
MUFASA			
SARABI			
ZAZU			
SCAR			
NALA			
RAFIKI			
TIMON			
PUMBAA			

NATIONAL CURRICULUM LINKS

LESSON PLAN 6 - THE LANGUAGE OF MUSIC

ENGLAND

	Key Stage 3	Key Stage 4
Music	play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression	develop performing skills individually and in groups to communicate musically with fluency and control of the resources used
	improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions	recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music
	develop a deepening understanding of the music that they perform and to which they listen, and its history	develop awareness of a variety of instruments, styles and approaches to performing and composing
	Dance and movement	Dance and movement

WALES

	Key Stage 3	Key Stage 4
Music	play instruments, with increasingly sophisticated technique and with control of subtle changes within the musical elements	develop performing skills individually and in groups to communicate musically with fluency and control of the resources used
	practise and evaluate their performing in order to improve	recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music
	plan and make decisions about which music to perform and how to perform it	develop awareness of a variety of instruments, styles and approaches to performing and composing
	communicate ideas and emotions through music	engage in movement and/or dance

NORTHERN IRELAND

	Key Stage 3	Key Stage 4
Music	improvise, compose and perform music in a range of styles	improvise, compose and perform music in a range of styles
	explore and combine the elements of music (pitch, rhythm, dynamics, timbre, texture) to create structure and style when improvising and composing	explore and combine the elements of music (pitch, rhythm, dynamics, timbre, texture) to create structure and style when improvising and composing
	perform individually and in groups, and discuss and decide on points of interpretation in the music	perform individually and in groups, and discuss and decide on points of interpretation in the music
	listen to and appraise their own music and that of others	listen to and appraise their own music and that of others

NATIONAL CURRICULUM LINKS

LESSON PLAN 6 - THE LANGUAGE OF MUSIC

SCOTLAND

	Third	Fourth – Senior Phase
Expressive arts – music	I can sing and/or play music from a range of styles and cultures and perform my chosen music confidently using performance directions, musical notation and/or playing by ear	I can give assured, expressive and imaginative performances of vocal and/or instrumental music from a wide range of styles and cultures, using performance directions, musical notation, and/or playing by ear
		Having developed my ideas from a range of stimuli, I can create and present compositions using a broad range of musical concepts and ideas