

Prior Learning

Building Blocks:
PUPILS WILL KNOW:

Singing techniques
Basic music notation
Rhythmic values
Key elements

Links to other subjects

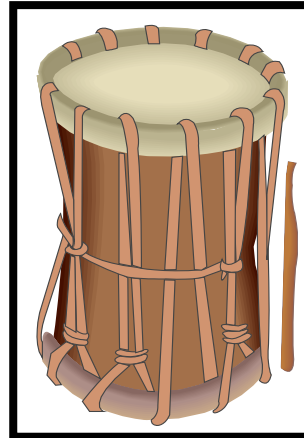
Geography: Africa, Wales, Scotland, Ireland, China, West Indies, New Zealand (as cultures and locations).

PSHE: tolerance and recognition of other cultures.

DBJA Year 3



World Music



**What
does
“world
music”
mean?**



KEY SKILLS TAUGHT

- Recognise and compare different world music styles by ear (aural awareness).
- Pupils will learn to improvise and perform specific pieces of world music, using appropriate playing and singing techniques.

REPERTOIRE

- *Soon May the Wellerman Come*
- *Hung Chai Mei Mei*



KNOWLEDGE TAUGHT



WALT:

- explain the term 'world music'.
- identify traditional world instruments from different countries.
- recall and compare different examples of traditional world music styles.

SOME PUPILS WILL ALSO:

- understand that we can call this music 'traditional', 'folk' and 'world' music
- appreciate the value of studying world music as part of the music curriculum.

Vocabulary

Tradition: something (e.g., an idea, belief or even a piece of music) that has been passed down through the generations.

Culture: a way of life (feelings, certain behaviours) of a group of people.

Folk music: literally "music of the people" - music that has been passed down through the generations.

Sea shanty: songs sung whilst people work/ed on boats or at sea.

Call and response: musical question and answer.

Drone: a long, sustained sound, e.g., an ongoing note.

Melody: a tune (can be sung or played).

Steel pans: tuned drums from the Caribbean.

Bagpipes: traditional Scottish wind instrument.

Verse and chorus: song format.

Repetition: repeating the same material.