

## PROJECT UNIT: What's your favourite music? Part 1

<b>OBJECTIVES</b>	
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• find specific information in a short text</li> <li>• express opinions</li> <li>• understand the main idea expressed in a song</li> </ul>
<i>Intercultural aspect:</i>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• become aware of different types of music that exist around the world.</li> <li>• develop appreciation and respect for different types of music</li> </ul>
<i>Learning strategies:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• personalise learning</li> </ul>
<b>NEW LANGUAGE</b>	
<i>Production</i>	<p>type, reggae, traditional, jazz, gospel, famous, radio Ireland- Irish, Caribbean, Jamaica – Jamaican, Black American, Africa – African</p>
<i>Comprehension</i>	<p>Slave, influenced, flute, fiddle, accordion, lively, century</p>
<b>RECYCLED LANGUAGE</b>	<p>I think that ..... because ..... I agree - I don't agree/disagree like / don't like Countries, nationalities Present continuous Past simple</p>
<b>MATERIALS</b>	<p>Audio CD for Year 6, Internet links as shown in the text below</p>
<b>TIME</b>	<p>1 x 40 minutes</p>

<b>PROCEDURE</b>	
<b>INTRODUCTION</b>	<ul style="list-style-type: none"> <li>• The teacher says to pupils that s/he is going to introduce them to a song s/he likes very much. Pupils are encouraged to guess the song.</li> <li>• The teacher writes the title of the song on the board (Kumbaya, my Lord) and asks pupils to guess what it means and/or what language they think it is in. After various ideas are suggested, the teacher says that it is a very old song and no one is really sure what the word Kumbaya means although some say it means 'come by here'.</li> </ul>

	<p>S/he explains that the song is a very famous prayer and a gospel song and asks pupils if they know what gospel songs are. The teacher can show gospel videos to explain that these are Christian songs sung in churches but also in concerts.</p> <p>Example of gospel songs can be found here:  <a href="https://www.youtube.com/watch?v=-REGPeFJSis">https://www.youtube.com/watch?v=-REGPeFJSis</a>  <a href="https://www.youtube.com/watch?v=3Lf3IPmD088">https://www.youtube.com/watch?v=3Lf3IPmD088</a> (this is an excerpt from a gospel choir competition in the UK – it might be good to show so that pupils don't think that gospel choirs are only in the US or include only Black Americans)</p> <p>Kumbaya itself can be seen here sung by gospel choirs:  <a href="https://www.youtube.com/watch?v=S-a9Fk1PAu4">https://www.youtube.com/watch?v=S-a9Fk1PAu4</a>  <a href="https://www.youtube.com/watch?v=tlGyu7l3KcU">https://www.youtube.com/watch?v=tlGyu7l3KcU</a></p>		
<p><b>PERSONALISING</b></p>	<ul style="list-style-type: none"> <li>• The teacher invites pupils to sing Kumbaya. The teacher can add one verse at a time on the board (see lyrics in photocopiable materials) and invite pupils to repeat after her/him.        If the teacher chooses to introduce the song verse by verse, s/he can ask the pupils to guess what verb/action will follow.</li> </ul> <p>The song can be found on the Audio CD for year 6 or online. It is a traditional song and can be easily found on the Internet. Some recommended versions can be found at:  <a href="https://www.youtube.com/watch?v=bYJMtn6lJeE">https://www.youtube.com/watch?v=bYJMtn6lJeE</a> (sung by Joan Baez)  <a href="https://www.youtube.com/watch?v=vYWcL5YdYhM">https://www.youtube.com/watch?v=vYWcL5YdYhM</a> (a slightly more modern version)</p> <ul style="list-style-type: none"> <li>• Pupils are given the handout (photocopiable materials) and sing the song.</li> <li>• Pupils can also sing the song in two groups as a 'competition'. The first group starts singing and then the second group begins after the first verse, e.g.:</li> </ul> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center; vertical-align: top;"> <p>Group 1</p> <p>Kumbaya my Lord, kumbaya            Kumbaya my Lord, kumbaya            Kumbaya my Lord, kumbaya            Oh Lord, kumbaya (2)</p> </td> <td style="width: 50%; text-align: center; vertical-align: top;"> <p>Group 2</p> <p>Kumbaya my Lord, kumbaya            Kumbaya my Lord, kumbaya            Kumbaya my Lord, kumbaya            Oh, Lord Kumbaya (2)</p> </td> </tr> </table>	<p>Group 1</p> <p>Kumbaya my Lord, kumbaya            Kumbaya my Lord, kumbaya            Kumbaya my Lord, kumbaya            Oh Lord, kumbaya (2)</p>	<p>Group 2</p> <p>Kumbaya my Lord, kumbaya            Kumbaya my Lord, kumbaya            Kumbaya my Lord, kumbaya            Oh, Lord Kumbaya (2)</p>
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**EXPLORING**

- The teacher reminds pupils that this is just one type of music and it is called ‘gospel music’ and ask pupils if they are aware of any other types of music. Any types of music offered by the pupils are written on the board.
- The teacher tells pupils that today they are going to learn about four different types of music and asks pupils to open their books and find out which types of music they are going to talk about.
- The teacher writes the four types of music on the board (reggae, gospel, jazz, traditional) and asks pupils to read the texts silently and underline two pieces of information about each type of music given in the text.
- Pupils report on what they found and the teacher completes a table on the board. Below is the information which can be contributed by the pupils based on the text:

<b>Reggae</b>	<b>Traditional</b>	<b>Jazz</b>	<b>Gospel</b>
Started in Jamaica	Every country has traditional music	Started in the USA	Christian music
Started in the 60s	Traditional Caribbean music: Calypso	Started in the beginning of the 20 <sup>th</sup> century	There's Gospel in the USA, Ireland, Britain
Famous musician: Bob Marley	Irish music is famous for its ...	There are different types of jazz	Famous song: Kumbaya
Famous song: I can see clearly now	Calypso started with African slaves	Famous musician: Louis Armstrong	You can find gospel in churches and in concerts
Influenced by ...	African slaves used Calypso to talk to each other		

<p><b>EXTENSION</b></p>	<ul style="list-style-type: none"> <li>• The teacher shows pupils video clips of traditional Irish music. Pupils are encouraged to talk about their favourite traditional music (e.g. Cypriot or Greek songs or songs from their heritage). Volunteer pupils with other cultural backgrounds may choose to bring examples of their traditional music and present them in class in a following lesson.</li> <li>• If there is time, the pupils can listen to an example of Calypso music, e.g. the famous Day-o song (<a href="https://www.youtube.com/watch?v=PMigXnXMhQ4">https://www.youtube.com/watch?v=PMigXnXMhQ4</a> ). The teacher can give some background to the pupils about the song, e.g. that it is a song sang in Jamaica by people who were working on the night shift to load bananas on the ships. Pupils can listen to the song and then read the lyrics in the handout (photocopiable materials) to see if they notice anything strange about the language used. The language is not standard English but it is Jamaican English (Jamaican Creole or Patois). Pupils can read the lyrics and try to deduce what they mean with the help of the teacher. e.g. ‘Daylight come and me wan’ go home’ (Daylight’s come / the morning is here – and I want to go home) ‘Come, Mister Tally Man, tally me banana’ Tally man was the man in charge – the man who counted the bananas so this would mean: Come Mister Tally man, count my bananas.  Basically, the workers have been working all night and they want to go home. They ask the Tally man to count the bananas so he gives them permission to go home.</li> </ul>
<p><b>PROJECT</b></p>	<ul style="list-style-type: none"> <li>• These two projects below can run simultaneously throughout the year or for most of the year.  <u>Project A:</u> The teacher asks pupils if they would like to learn some of the songs mentioned in the texts (It’s a wonderful world, I can see clearly now, and a Calypso song).  An arrangement can be made so that every few lessons the teacher can dedicate some time at the end of the lesson, e.g. 5-7 minutes for them to listen to and sing along to one of the songs.</li> </ul>

	<p><b>Project B:</b></p> <p>In this project, pupils are invited to share with their class their favourite songs. Pupils can work individually, in pairs or in groups and follow these steps:</p> <ol style="list-style-type: none"> <li>a) Bring the link or CD and lyrics of their chosen song to the teacher</li> <li>b) Discuss with the teacher the suitability of the song and if and how it can be presented to the rest of the class. If it is suitable, the teacher can suggest various ideas such as: <ul style="list-style-type: none"> <li>- the pupils make a short presentation about the artist and then play the song for the class giving one or two focus questions to their classmates</li> <li>- the pupils make a short presentation about the artist and then give the class handouts with gapped lyrics of the song. The class listens to the song and completes the gaps. The activity is led by the volunteer pupils who are presenting.</li> </ul> </li> </ol> <p><b>Tip 1:</b> <i>Projects A and B can run parallel to each other e.g. once every week or once every two weeks a song is presented by the teacher and then after the next two weeks a song by the pupils. The teacher can start with the songs mentioned here (Its' a wonderful world (jazz), I can see clearly now (reggae), Day-O Banana Boat song (Calypso) Cockles and mussels (traditional Irish) although other songs can be used too – provided the lyrics are suitable for the pupils.</i></p> <p><b>Tip 2:</b> <i>Pupils will need some guidance at the beginning as regard how to prepare their presentations and/or class handouts but they will soon understand how the process works. You can function as a model by giving the first presentation and listening handout based on your favourite singer/ musician.</i></p>
<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>• Evaluation is ongoing and takes place through observation.</li> <li>• Pupils are given a small paper or a sticky note and write down two things they learnt in this lesson. The teacher can write the heading of the note on the board for the pupils to copy: Today I learnt: 1) _____ 2) _____</li> </ul> <p>Pupils can hand the sticky notes to the teacher on their way out or stick the notes on a wall at the side of the door as they exit the room.</p>

<b>PORTFOLIO</b>	<ul style="list-style-type: none"> <li>• Pupils add the new songs they learn to the list of songs in their portfolio.</li> </ul>
<b>CROSS-CURRICULAR LINKS</b>	<p><u>Music:</u></p> <ul style="list-style-type: none"> <li>-One or more of the different types of music mentioned here can be explored during the music lesson.</li> <li>- traditional music from other countries and especially from countries which are represented in the pupils' heritage can be explored in the music lesson.</li> </ul>

Kumbaya

Kumbaya my Lord, kumbaya  
Kumbaya my Lord, kumbaya  
Kumbaya my Lord, kumbaya  
Oh Lord, kumbaya (2)

Someone's singing my Lord, kumbaya  
Someone's singing my Lord, kumbaya  
Someone's singing my Lord, kumbaya  
Oh Lord, kumbayah (2)

Someone's laughing, my Lord, kumbaya  
Someone's laughing, my Lord, kumbaya  
Someone's laughing, my Lord, kumbaya  
Oh Lord, kumbaya (2)

Someone's crying, my Lord, kumbaya  
Someone's crying, my Lord, kumbaya  
Someone's crying, my Lord, kumbaya  
Oh Lord, kumbaya (2)

Someone's praying, my Lord, kumbaya  
Someone's praying, my Lord, kumbaya  
Someone's praying, my Lord, kumbaya  
Oh Lord, kumbaya (2)

Someone's sleeping, my Lord, kumbaya  
Someone's sleeping, my Lord, kumbaya  
Someone's sleeping, my Lord, kumbaya  
Oh Lord, kumbaya (2)

## **Day-O (The Banana Boat song)**

Day O, day O  
Daylight come and me wan' go home  
Day, me say day, me say day, me say day  
Me say day, me say day O  
Daylight come and me wan' go home

Work all night on a drink of rum  
(Daylight come and me wan' go home)  
Stack banana till the mornin' come  
(Daylight come and me wan' go home)

Come, Mister Tally Man, tally me banana  
(Daylight come and me wan' go home)  
Come, Mister Tally Man, tally me banana  
(Daylight come and me wan' go home)

Lift six foot, seven foot, eight foot bunch  
(Daylight come and me wan' go home)  
Six foot, seven foot, eight foot bunch  
(Daylight come and me wan' go home)

Day, me say day O  
(Daylight come and me wan' go home)  
Day, me say day, me say day  
Me say day, me say day, me say day  
(Daylight come and me wan' go home)

A beautiful bunch o' ripe banana  
(Daylight come and me wan' go home)  
Hide the deadly black tarantula  
(Daylight come and me wan' go home)

Lift six foot, seven foot, eight foot bunch  
(Daylight come and me wan' go home)  
Six foot, seven foot, eight foot bunch  
(Daylight come and me wan' go home)

Day, me say day O  
(Daylight come and me wan' go home)  
Day, me say day, me say day  
Me say day, me say day, me say day  
(Daylight come and me wan' go home)

Come, Mister Tally Man, tally me banana  
(Daylight come and me wan' go home)  
Come, Mister Tally Man, tally me banana  
(Daylight come and me wan' go home)

Day O, day O  
(Daylight come and me wan' go home)  
Day, me say day, me say day, me say day  
Me say day, me say day O  
(Daylight come and me wan' go home)