

FAMOUS COMPOSERS

SUBJECT: Karl Jenkins		CLASS: KS2	
UNIT DETAILS: This project explores the life and compositions of Karl Jenkins. The class will create a fact file about the composer, listen to and appraise his works. They will learn to sing 'Adiemus' and explore African drumming layering with rhythms. They will complete artwork based on listening to and discussing 'The Armed Man' and listen to different arrangements of 'Palladio', determining between different ensembles, instruments, and tempos.		CROSS CURRICULAR SKILLS:	
		<ul style="list-style-type: none"> • Developing number • Developing thinking • Developing communication 	
LEARNING OBJECTIVES	PLANNED LEARNING EXPERIENCES	RESOURCES	CURRICULUM REF.
<ul style="list-style-type: none"> • Learn about the composer and create a fact file • Sing one of the composer's most famous works • Explore rhythm work through African drumming layering techniques and perform a rhythmic ostinato • Listen to, appraise, and distinguish between the musical elements on different ensemble performances of the same work • Listen to, discuss, and draw reflectively on three movements from 'The Armed Man'. 	<ul style="list-style-type: none"> • Introduce the composer Karl Jenkins and explore his life briefly through the PowerPoint. Ask the class to complete a short fact file on Karl Jenkins. This can be done as a homework task or completed in class. Use the Fact File document to fill in information about the composer. The class may use tablets to access the internet in order to discover more information about Jenkins. This task could also be completed on an interactive app such as iMovie. • Give a brief overview of 'Adiemus' and listen to the track. Discuss what country they think the music is about and what language it might be in. Reveal to the class the lyrics are a made-up language and show the class the lyrics. Practice the lyrics, ensuring correct pronunciation and rhythm and attempt to perform the piece. Practice and record once the class are secure with the piece. • Discuss how Jenkins uses percussion instruments and voices to create interesting rhythms in the music and draw comparisons to African drumming, such as Miam. Remind the class what a rhythm is (a pattern) and what an ostinato is (a repeated pattern). Demonstrate a rhythm by clapping it to the class and ask them to clap it back to you. Play a game of clapping the rhythm back and perhaps play 'Don't Clap This One Back'. Next demonstrate an ostinato, ask the class to join in with the ostinato. • Draw attention to four different lines from the song Adiemus. Say the lyrics and ask the class to repeat them. Clap the rhythms of each line and ask the class to identify which line you are performing. Invite students to test their classmates on which line from Adiemus they are clapping. • Split the class into four groups, assigning each group a line from Adiemus and a different instrument for each group. Ask them to practice playing the rhythm on their instrument as a group as an ostinato. Keeping a steady beat, instruct each group to play their ostinato back to the class. Once each group has performed, inform them they will be playing each of the rhythms together as one, but layering each rhythm on top of one another, one at a time. Organise which order the rhythms will be added and how the music will start and finish. Practice along with the original Adiemus track, singing the lyrics and playing their rhythms during the instrumental part of the song. Perform and record • Give a brief overview of 'The Armed Man' and listen to the opening track. Discuss what the music is conveying (marching to war). How does the composer achieve this? Take suggestions from the class. Listen to three more of the movements from 'The Armed Man' and as they do, discuss what they think may be happening and how the composer has achieved this. Extract 1 is 'Charge!' (charging into battle), extract 2 is 'Benedictus' (mourning the dead), extract 3 is 'Better is Peace' (celebration that war is over). As they listen, ask the class to draw what they think is happening on the worksheet provided or on separate A4 paper. • Give a brief overview of Palladio. Listen to the piece and using the compare and contrast worksheet, fill in the details for extract 1. Remind the class of the musical terminology for tempo and dynamics. In the 'other' column, they should make notes of anything else of interest, such as mood. Listen to the other extracts and write down what they hear. How has the arrangement changed? What has stayed the same? Which of the extracts do they prefer and why? • EXTENSION TASK: Create a street dance about Palladio. • EXTENSION TASK: Play the other movements of The Armed Man during class activities 	<ul style="list-style-type: none"> • A range of tuned and untuned percussion • Karl Jenkins PPT • Fact file worksheet • Adiemus lyrics doc • Compare and Contrast worksheet • Armed Man drawing task worksheet • Art/ colours/ paint 	<p>Performing: 1, 2, 3, 5, 6, 8</p> <p>Composing: 1, 2, 4</p> <p>Appraising: 1, 2, 3, 4</p>