



**FPLNS- Grade 9 – Lesson 2**

Title of Card

# **Magical Music Show**



# Competency

**C 7.3 – Generate artistic ideas and mount artistic performance creatively**

**C7.4- Perform / present artistic work individually and collaborate**

**C 7.5- Show appreciation of artistic work when watching a variety of drama performances**



# Purpose of activity



- ❖ To introduce young children to the expressive power of music and performance through imaginative play, movement, and drama.
- ❖ Students will explore how sound, voice, and acting can create characters, tell stories, and entertain

# Learning Outcomes

- Use their **voice**, **body**, and **facial expressions** to act out emotions and characters
- Recognize how **music** can change the mood or tell part of a story
- Collaborate** with others to perform in a short imaginative scene
- Express mood and personal message with **confidence** through drama performance



# Resources and Materials

- A speaker or music player
- Appropriate instrumental music (optional: if a student brings her/his own instrument)
- Costume or prop (hats, sega costumes, bag pack, water bottle etc ...)
- Large open space for movement
- Paper stars (audience tickets)
- Simple spotlight (flashlight or lamp)
- Whiteboard or chart with today's "Magic Words of Drama" (Voice, Face, Body)



# Implementation Guidelines

In small groups, children use music, props, and imagination to create a 1-minute show:

- Group 1: “Lost in the Jungle”( lost in Bras D’Eau)
- Group 2: “Dancing at the Royal Castle”
- Group 3: “Robot Rock Band”- (Les Zilwa)
- Help them rehearse basic blocking and movement
- Give each child a “ticket” to be the audience for the other groups

## **Performance & Applause**

- Each group performs for the class
- After each one, the audience claps and gives compliments like (“I loved your dancing!” or “You were an amazing singer ”)



# Assessment

- Play short music clips (5 genres).
- Students share their emotional response, images that come to mind, and cultural assumptions.
- Discuss as a class: How do music genre and sound affect mood and message?

