

**Subject:** Music

**Topic:** Folk Music and Popular Music

**Level:** S.3

**Background**

Folk Music and Popular Music part 1

**Learning Objectives:**

**1. Content:**

- i. To enable students to describe the characteristics of Folk Songs.
- ii. To enable students to enjoy singing some folk songs.

**2. Language:**

- i. To enable students to describe characteristics of folk songs using sentence patterns with the simple present tense and verbs such as *show/represent/are/exist* e.g.

*Folk songs exist in every part of the world.*

*Folk songs show various aspects of daily life.*

*Folk songs represent culture.*

*They tell us about ...*

- ii. To enable students to write about the origin and message in particular folk songs, such as:

*Sakura is a Japanese folk song. It tells us about ...*

*Flying Free is an encouraging song that describes a person's dream of freedom.*

**S.3 Music**  
**Fold Music and Popular Music**  
**Worksheet 1**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ No.: \_\_\_\_\_ Date: \_\_\_\_\_

**Activity 1**

**Characteristics of Folk Songs**



**Reading**



**Work in Pairs.**

Read through the sentences below and fill in the gaps using the verbs shown in the box.

represents, belongs, story, shows, message, culture,  
majority, like, pass on, express, generation

- Folk Music **r**\_\_\_\_\_ the culture of people living in rural areas.
- Folk songs **e**\_\_\_\_\_ in every part of the world.
- Folk songs **s**\_\_\_\_\_ various aspects of daily life.
- Folk songs do not **b**\_\_\_\_\_ to any particular **c**\_\_\_\_\_ .
- Folk songs have been **p**\_\_\_\_\_ on **o**\_\_\_\_\_ from generation to \_\_\_\_\_.
- Folk songs enable people to **e**\_\_\_\_\_ themselves
- Folk songs sometimes have a **m**\_\_\_\_\_ or **s**\_\_\_\_\_.

**Activity 2**



**Writing**

Write down which country these folk songs come from and what message or story they tell us about. Then for number 5 see if you can think of a folk song you know, that your parents or grandparents know and taught you.

American, English, Japanese, Scottish,

1. **Sakura** is a \_\_\_\_\_ Folk **Song that** tells us about  
\_\_\_\_\_
2. **Red River Valley** is an \_\_\_\_\_ Folk **Song that** tells you about  
\_\_\_\_\_
3. **Greensleeves** is an \_\_\_\_\_ Folk **Song that** tells you about  
\_\_\_\_\_
4. **Auld Land Syne** is a \_\_\_\_\_ Folk **Song that** tells you about  
\_\_\_\_\_
5. \_\_\_\_\_

Use the chart we used in lesson 1. Using the first song as an example write out the sentences correctly using this pattern:

***Flying Free* is an encouraging song that describes a person's dream of freedom.**

Name of song	Characteristics	Message or Story
1. Flying Free	encouraging	describes/tells us about a person's dream of freedom.
2. I have a dream	spiritual	describes/ tells us about the love story of a Gypsy.
3. The Gypsy Rover	soft	describes/ tells us about how the people love their hometown
4. Nobody knows the Trouble I've see	joyous	describes / tells us about the spiritual lives of the saints.
5. Shenandoah	work	describes life as a gift of love.
6. Island in the sun	love	describes the love story of a seaman.

2. *I Have a Dream* is a soft song that describes life as a gift of love.

3. \_\_\_\_\_ is a \_\_\_\_\_ that \_\_\_\_\_

4. \_\_\_\_\_ is a \_\_\_\_\_ that \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

### Activity 3

Which song do you like the best?

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Why?

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