

LEARNING OBJECTIVES	LEARNING OUTCOMES
<p><i>(Pupils should know/understand/be able to do/be aware of by the end of the lesson)</i></p> <ul style="list-style-type: none"> Learn and combine textural elements of reggae towards a group performance Work as part of an ensemble, listening carefully to other textural layers and adjusting parts to fit together Evaluate reggae performances 	<p><i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 3 (working towards) All Pupils : Rehearse and refine arrangement of a reggae song with some awareness of the different textural layers which make up reggae Evaluate other’s work Identify different musical instruments in reggae when viewing a live musical performance</p> <p>Level 4 (working at) Most Pupils Rehearse and refine an arrangement of a reggae song with a clear plan of which group members will perform which textural layer and perform these in a final performance Identify different textural layers in reggae when viewing a live musical performance</p> <p>Level 5/6+ (working beyond/GAT) Some Pupils : Take on a leading role in rehearsing and refining group reggae arrangements towards a final performance showing awareness of style and a clear understanding of the intended effect. Show full awareness of the different textural layers of reggae through performing and listening activities.</p>

LESSON STRUCTURE

		NC KS3 POS
<p>Starter Activity</p>	<p>Reggae Trifle – Starter/Plenary 6 Distribute Starter/Plenary 6 and ask pupils to imagine that a piece of reggae music can be compared to a trifle – made up of different textural layers performed together. Ask pupils to write the names of the five different textural layers of reggae music against each of the layers of the trifle. Discuss responses and clarify each of the layers.</p> <p style="text-align: center;"> Rhythm Hook Lyrics Off Beat Chords Bass Line Riffs </p> <p style="text-align: right;">(5 mins)</p>	<p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>
<p>Core Main Activities</p>	<p>1. Refining and Performing a Reggae Arrangement – “Three Little Birds” – Score 4 & Song Sheet 2 Link the starter to the development of the lesson by assembling pupils into the groups they were working in during lesson 4. Issue pupils with Score 4, a “Lead Sheet” of Bob Marley’s “Three Little Birds” (Song Sheet 2 can be used here too). Clarify the task that pupils will be refining and performing their group reggae arrangement of “Three Little Birds” using the lead sheet combining the different textural layers they identified during the starter activity. Allow suitable time for groups to rehearse, refine, perform and record their group arrangements of “Three Little Birds”</p> <p style="text-align: right;">(35 mins)</p> <p>2. Evaluating Reggae Arrangements – “Three Little Birds” – Worksheet 5 Distribute Worksheet 5 and ask pupils to complete the peer assessment sheet as they listen to recordings of other group’s reggae arrangements of “Three Little Birds”</p> <p style="text-align: right;">(10 mins)</p>	<p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <p>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p>

Plenary	<p>Watching a Live Reggae Performance – “Jammin’” – Bob Marley – Video 1 Video 1 features a live performance of the reggae musician, Bob Marley. Watch this with pupils discussing the following:</p> <ul style="list-style-type: none"> • <i>What do pupils think the word “Jammin’” means?</i> • <i>What are the lyrics about?</i> • <i>What is the role of the backing singers?</i> • <i>At 03:04 the guitar begins a solo section – what effect does it have on the song?</i> • <i>Can pupils identify the bass line, offbeat chords, rhythm, hook?</i> • <i>Does reggae music mean more to pupils when they watch a live performance?</i> <p style="text-align: right;">(10 mins)</p>	<p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> <p>Listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>
<p>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT Literacy – Jamaican nation-language and pronunciation of accent Numeracy – counting – on-beat and off-beat; irregular beats</p>		<p>EAL/SEN/GAT (GAT) Higher ability pupils could be encouraged to perform parts of “Three Little Birds” on their own instruments bringing other timbres to their group’s arrangement (GAT) Higher ability pupils may be able to maintain the vocal line as part of a small group of singers. Boys may find it helpful to sing down the octave! Jamaican accents are to be encouraged!</p>
<p>LANGUAGE FOR LEARNING - spell/use/understand Bass Line, Chords, Hook, Lead Sheet, Lyrics, Off Beat, Rhythm, Riff, Texture</p>		<p>HOMEWORK SUGGESTIONS Pupils could be asked to complete Cover/Homework 2 – Reggae Questions to consolidate their knowledge and understanding of the textural layers of reggae in “Three Little Birds”</p>
<p>LESSON RESOURCES Hardware/software/DVD/projection equipment capable of playing .mpg videos; keyboards untuned percussion instruments</p> <p>Y8U2SP6 – Reggae Trifle Y8U2S4 – Three Little Birds Lead Sheet Y8U2SS2 – Three Little Birds Y8U2W5 – Evaluating Reggae Arrangements Peer Assessment Sheet Y8U2VID1 – Bob Marley Live – Jammin’</p>		