

<p>LEARNING OBJECTIVES <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 about lyrics in reggae songs and how the Jamaican nation-language is used Compose own reggae lyrics on the theme of “school” and perform these 	<p>LEARNING OUTCOMES <i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 3 (working towards) All Pupils : Understand the difference between the Jamaican nation-language and “normal” English in reggae lyrics Perform a short lyric composition as part of a group Identify some musical features regarding textural layers in reggae music</p> <p>Level 4 (working at) Most Pupils Use traditional Jamaican nation-language words in their own lyric reggae compositions Perform a short lyric composition singing or chanting the lyrics to a suitable reggae backing Identify most musical features regarding textural layers in reggae music</p> <p>Level 5/6+ (working beyond/GAT) Some Pupils : Put together a structured lyric composition performing this to a bass line and offbeat chords showing understanding of reggae style Correctly identify structural, musical and textural elements in a variety of different pieces of reggae music</p>
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LESSON STRUCTURE

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Starter Activity	<p>Reggae Lyrics & Jamaican Speech – Starter/Plenary 2 Distribute Starter/Plenary 2 and ask pupils to work either individually or in pairs to produce a “normal English” translation of the Jamaican poem. Discuss responses as a class identifying any similarities, differences or difficulties in translating the Jamaican nation-language into “normal English”. Discuss what the poem is about. (10 mins)</p>	<p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>
Core Main Activities	<p>1. Exploring the Lyrics to “Trenchtown Rock” – Worksheet 2 & Audio 12 Link the starter to the development of the lesson by explaining that pupils are going to write their own Jamaican-style lyrics to a short reggae beat based on the subject of “SCHOOL”. To help them do this, issue Worksheet 2 and play Audio 12 asking pupils to follow the lyrics as they are being sung. Allow pupils time to complete activities 1 and 2 on Worksheet 2. (10 mins)</p> <p>2. Composing own Reggae Lyrics - Worksheet 2 & Score 1 & MIDI 1 & MIDI 2 & MIDI 3 & MIDI 4 Set the challenge: Working in small groups, pupils are to compose their own Jamaican-style lyrics (about 4-8 lines) on the subject of “School”. Encourage pupils to use words found on Worksheet 2 and to use the Jamaican nation-language as many reggae musicians do. Pupils can write their lyrics down on the back of Worksheet 2. Pupils can perform their reggae lyrics in either a “rap” style, to a keyboard backing beat in reggae style or using “Reggae Beat” (either section A, B or both) using the resources given above. This is a short composition task and the main aim is for pupils to gain understanding of how the Jamaican nation-language is used in conveying subject matter in reggae. (25 mins)</p> <p style="text-align: right;"><i>Continued...</i></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>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>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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Core Main Activities Continued</p>	<p>3. Listening to Reggae – Worksheet 3 & Audio 7 Distribute Worksheet 3 and play pupils Audio 7 which contains three reggae songs from different times and accompanying questions to consolidate knowledge and understanding of Reggae, bass lines, off beat chords, syncopation, hooks and riffs, lyrics and textural layers in reggae music. (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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Plenary</p>	<p>Review of Learning – “My Reggae Learning” – Starter/Plenary 7 Pupils review their learning of Reggae from the unit by completing Starter/Plenary 7. Space is provided for teachers to issue pupils with a “level” and provide AFL comments as well as a “ticklist” feature for pupils to track their own learning and outcomes. (5 mins)</p>	
<p>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT Literacy – Jamaican nation-language; themes in song lyrics; rhyming schemes</p>		<p>EAL/SEN/GAT (SEN) Lower ability pupils may need more help in composing their own reggae-style lyrics. The emphasis here is on the basic understanding of the similarities and differences between the Jamaican nation-language and “normal” English and the themes and subject matter of reggae songs. Pupils who can’t “sing” their lyrics to a melody (or use the MIDI files from “Reggae Beat”), could “rap” or chant them to a keyboard backing beat. (GAT) Higher ability pupils may be able to perform parts of “Reggae Beat” on their own instruments or perform as a backing beat for lower ability pupils to perform their reggae lyric compositions along to</p>
<p>LANGUAGE FOR LEARNING - spell/use/understand Arrangement, Bass Line, Beat, Chords, Chorus, Hook, Introduction, Lead Sheet, Lyrics, Melody, Offbeat, Onbeat, Reggae, Rhythm, Riff, Syncopation, Texture, Verse</p>		<p>HOMEWORK SUGGESTIONS Any of the remaining cover/homework activities from the unit can be given as homework. Pupils could also be asked to write their reggae song lyrics in the form of a poster for classroom display.</p>
<p>LESSON RESOURCES - keyboards Y8U2SP2 – Reggae Lyrics and Jamaican Speech Y8U2A12 – Trenchtown Rock Y8U2MIDI1 – Reggae Beat Section A Chords with Drum beat Y8U2MIDI3 – Reggae Beat Section A Chords and Bass Line Y8U2W3 – Reggae Assessment Y8U2SP7 – My Reggae Learning</p>		<p>Y8U2W2 – Trenchtown Rock Lyrics Comparison Y8U2S1 – Reggae Beat Y8U2MIDI2 – Reggae Beat Section B Chords with drum beat Y8U2MIDI4 – Reggae Beat Section B Chords and Bass Line Y8U2A7 – Reggae Assessment</p>