

<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 the history of reggae music and understand how reggae music evolved from earlier Jamaican music Perform a traditional Caribbean song with chords and bass line 	<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 that reggae music developed from a blend of other styles of Caribbean music Sing as part of a class a Caribbean song Perform the bass line part of a Caribbean song</p> <p>Level 4 (working at) Most Pupils Identify musical features in a variety of different Caribbean music Perform the chords part of a Caribbean song accurately changing between chords smoothly</p> <p>Level 5/6+ (working beyond/GAT) Some Pupils : Aurally discriminate between different types of Caribbean music in terms of key musical features – Calypso, Soca, Salsa, Merengue and Reggae Understand the use of syncopation as a type of offbeat feature in Caribbean music Take on a leading role in a class performance of a Caribbean song with awareness of texture and how parts fit together</p>
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LESSON STRUCTURE

Starter Activity	<p>Introducing Reggae – Starter/Plenary 1 Prior to the lesson, display Starter/Plenary 1 or another suitable photo of Bob Marley. Ask the pupils: <i>Who? What? When? Where?</i> and illicit key points through class discussion. The following points may help:</p> <ul style="list-style-type: none"> Bob Marley is probably the greatest of all reggae artists. He has achieved legendary status Born in 1945 in Jamaica, he first recorded in 1962 under the name of Bobby Martell. But these early recordings did not get him noticed. He experimented with ska and gradually moved towards reggae as his music evolved. His career really took off with his group The Wailers. The band became top hit-makers across Jamaica. The Wailers included the famous reggae musicians Bunny Livingstone and Peter Tosh. Bob Marley his success during the age of black power and the rise of Rastafarianism. He became very involved n the Rastafarian movement. Rastafarianism is both a religion and a way of life. It is about justice and freedom of the black race. It opposes violence and practices a peaceful means of resistance. The Wailers had grown up in the harsh ghetto of Kingston in Jamaica, where “Rasta” first grew among the poorer people. The Wailers’ songs began to express a deep understanding of life and its struggle. This was a big contrast to the cheerful ska music of the previous decade. In 1975, his song “No Woman, No Cry” brought him fame at a wider level. He dies of cancer in 1981. He was 36 years old. Even though Bob Marley’s life was short, he brought reggae and Rastafarianism to a worldwide audience <p style="text-align: right;">(10 mins)</p>	<p>NC KS3 POS Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>
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<p>Core Main Activities</p>	<p>1. Learning about Caribbean Music – Worksheet 1 & Audio 1 & Audio 2 & Audio 3 & Audio 4 & Audio 5 & Audio 6 Link the starter to the development of the lesson by establishing the theme of the new unit to be REGGAE. Using page 1 of Worksheet 1, clarify that reggae originated in the Caribbean along with other types of music.</p> <ul style="list-style-type: none"> • Begin with CALYPSO, performing the OFFBEAT rhythm grid on page 2 as a class along with a steady pulse and introduce the word SYNCOPIATION. • Listen to Audio 1 as an example of Calypso music and identify instruments. • Listen to two versions of the song “Yellow Bird” played by two steel pan bands and identify the differences using Audio 2 and the table on page 2. • Move onto SOCA and play Audio 3 identifying musical features on page 3. • Move onto SALSA and play Audio 4 answering questions at bottom of page 3. • Move onto MERENGUE and play Audio 5 identifying the structure of the piece. <p>Finally, move onto REGGAE and play Audio 6, marking the OFFBEAT rhythms (which appear on all the & counts as opposed to the number)</p> <p style="text-align: right;">(25 mins)</p> <p>2. Performing a Caribbean Song – “Yellow Bird” – Song Sheet 1 & Audio 8 & MIDI 6 & Score 2 & MIDI 7 Teach pupils “Yellow Bird”, a traditional Caribbean folk song using Song Sheet 1, with Audio 8 and MIDI 6 to support learning, and perform in unison as a class. Next, issue page 1 of Score 2, showing the bass line and “on beat” chords to accompany “Yellow Bird”. Allow pupils to work in pairs to learn the bass line and chords (MIDI 7 models this) – performing each to a count of 4.</p> <p style="text-align: right;">(20 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>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>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>Plenary</p>	<p>Performing a Caribbean Song – “Yellow Bird” – Song Sheet 1 & Audio 8 & MIDI 6 & Score 2 & MIDI 7 Invite half of the class to perform the bass line and chords and the other to sing the melody to “Yellow Bird”, then swap so that pupils understand how the bass line, chords and melody fit together to form a TEXTURE.</p> <p style="text-align: right;">(5 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>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>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT Literacy – Jamaican “nation-language” Geography – the Caribbean R.E./Citizenship – Rastafarianism Technology – sound systems and amplification Dance – associated dance moves to Reggae and other Caribbean dances</p>		<p>EAL/SEN/GAT (GAT) Higher ability pupils may be able to perform parts of “Yellow Bird” on their own instruments - particularly guitarists. Other instrumentalists may be able to perform the melody line given on Song Sheet 1 (SEN) Lower ability pupils may be able to perform the chords to “Yellow Bird” using the single-finger function available on many keyboards. (GAT) Higher ability pupils can be given the role of “mentor” helping lower ability pupils learn the chords and bass line to “Yellow Bird” (EAL) Pupils from a Jamaican origin may be able to share some of the similarities and differences between English and the nation-</p>

<p>LANGUAGE FOR LEARNING - spell/use/understand Bass Line, Calypso, Chords, Merengue, Offbeat, Rastafarianism, Reggae, Salsa, Soca, Steel Bands, Syncopation, Texture, Tremolo</p>	<p>language of Jamaican with the class</p> <p>HOMework SUGGESTIONS Pupils could be asked to complete Cover/Homework 1 developing their knowledge on how reggae developed or Cover/Homework 8 – What is reggae and where did it come from?</p>
<p>LESSON RESOURCES –</p> <p>Y8U2SP1 – Bob Marley Poster Y8U2A1 – Calypso Example Y8U2A3 – Soca Example Y8U2A5 – Merengue Example Y8U2SS1 – Yellow Bird Y8U2MIDI6 – Yellow Bird Song Melody Y8U2MIDI7 – Yellow Bird Bass Line and On Beat Chords Y8U2CH8 – What is reggae and where did it come from?</p>	<p>Y8U2W1 – Learning about Caribbean Music Y8U2A2 – Yellow Bird – 2 steel pan versions Y8U2A4 – Salsa Example Y8U2A6 – Reggae Example Y8U2A8 – Yellow Bird Y8U2S2 – Yellow Bird Y8U2CH1 – How Reggae Developed</p>