



## Content - Big ideas

### Rotation 1 : Afrobeats

**BIG question : How has African music influenced western music and culture?**

#### Learning outcomes - Students will:

- Review basic rhythm notation (crotchet, quavers, semi-quavers)
- Understand the basic strokes of performing on hand drums
- Understand the terms cyclic rhythm and polyrhythm
- Understand the concept of chords & perform on ukulele and keyboard
- Recall the characteristic features of reggae music including prominent bass line, off beat chords and 'one drop' drum kit rhythm
- Perform as a class a reggae song including keyboards (chords & bass line), ukulele/ guitar, drums/ percussion and vocals
- Investigate using 'junk' to create music following the ideas/ concepts of 'Stomp'

#### Assessment:

- Small drumming ensemble arranging and performing a polyrhythm
- Contribution to whole class ensemble performance of 'Three Little Birds'

### Rotation 2 : Variations

**BIG question: Once composed, how can we change, develop and reuse musical ideas?**

#### Learning outcomes - Students will:

- Review basic keyboard skills and treble clef notation
- Review the concept of major and minor scales/ tonality
- Review and develop understanding of bass clef
- Understand the term 'Ground Bass' within the context of 'Pachelbel's Canon' and perform the bass chord sequence
- Have some understanding of different ways that melody/ harmony can be varied to develop musical ideas e.g. change from major to minor, ornamentation etc.
- Understand how the chord sequence from Pachelbel's Canon has been used throughout popular music
- Perform a 4 chord song (using the I-V-II-IV sequence) as part of an ensemble

#### Assessment:

- Whole class ensemble performance of parts of Pachelbel's Canon
- Small ensemble arrangement and performance of a 4 chord song using various instruments

## Prior learning

Students should recall basic rhythm notation and keyboard skills from year 7. They should be able to apply the ideas of the elements of music (pitch, timbre etc.) to new situations

## Global/IOM/Subject Links

### Links to other subjects

History – British Empire/ colonization. Geography – West Indies & surrounding countries/ trade Science - recycling Mathematics - sequences

### Links to Global picture

Slave trade – movement of people from Africa to West Indies etc. Combining cultures

### Links to IOM

Opportunities to hear local musicians. Tonality of Manx folk music

## Subject specific skills development

**Pitch and tonality distinction-** students should be able to hear and tell the difference between major and minor chords.

**Composition** – students should be able to compose more complex performances with the introduction of texture.

**Keyboard** – students should feel more comfortable playing chords and navigating through new music.

**Musicality-** students should be able to distinguish the difference between music that is on beat and music that is syncopated.

**Scales-** students should be able to play the A minor scale and the C major scale.