





Number of weeks (between 6&8)	Content of the unit (overall.. what do they learn in this unit?)	Assumed prior learning (tested at the beginning of the unit)															
6 weeks	<p>Students will revise and build on performance skills learned in Year 7. They will learn about: reggae origins; Rastafarianism (religion), off beat rhythm, playing chords off beat, playing two parts together e.g. riff and chord, musical terms, improvising melodies, singing three little birds as class performance.</p> <p>Students learn to compose melodies using major minor pentatonic and blues scales in C. Students are already familiar with C major, C pentatonic and C blues scales from year 7. They continue developing improvisation, composition skills by creating a binary or ternary form composition based on these scales. They also learn to develop performance skills e.g. using two hands when playing melody and drone.</p>	<p>Students have learnt about the influence of African music in Latin music and Blues music (Latin music and Blues music scheme), experienced playing chords, melodies and bass lines and two parts together (e.g. blues, latin music schemes), learnt how to improvise melodies (pentatonic scale, blues schemes)</p> <p>Know the meaning of Riff (Blues scheme)</p> <p>Learnt about sharp and flat notes (latin music, blues music schemes)</p>															
Assessment points and tasks (when are the students assessed? E.g. baseline assessment, final assessment)	Written feedback points (self feedback, peer feedback, teacher feedback)	Learning Outcomes (tested at the end and related to subject competences)															
<p>Final lesson – final assessment on the performance of ‘Three Little Birds’ by Bob Marley, playing off beat chords with riff and following a structure.</p>	<p>Lesson 1- SF Lesson 5 – TF</p>	<table border="1"> <tr><td>I can repeat simple patterns (clapping/untuned percussion)</td></tr> <tr><td>I can sing in tune with reasonable fluency and accuracy</td></tr> <tr><td>I can perform simple parts on the keyboard (note guide + one finger) and tuned percussion (one beater)</td></tr> <tr><td>I can keep in time with others</td></tr> <tr><td>I can demonstrate reasonable confidence in performances</td></tr> <tr><td>I know some notes on a musical staff and read fairly accurately from a score with note names</td></tr> <tr><td>I can keep my own part going in a group performance</td></tr> <tr><td>I can perform simple patterns on the keyboard and tuned percussion with reasonable fluency and accuracy</td></tr> <tr><td>I can share a range of ideas in group tasks</td></tr> <tr><td>I can create simple compositions which have a sense of structure</td></tr> <tr><td>I can work within the given time allocation</td></tr> <tr><td>I can improvise simple melodic/rhythmic phrases with a small set of given notes</td></tr> <tr><td>I can create compositions which explore different sounds and the musical elements</td></tr> <tr><td>I can recognise basic musical symbols (treble clef, staff etc.)</td></tr> <tr><td>I know a range of musical elements</td></tr> </table>	I can repeat simple patterns (clapping/untuned percussion)	I can sing in tune with reasonable fluency and accuracy	I can perform simple parts on the keyboard (note guide + one finger) and tuned percussion (one beater)	I can keep in time with others	I can demonstrate reasonable confidence in performances	I know some notes on a musical staff and read fairly accurately from a score with note names	I can keep my own part going in a group performance	I can perform simple patterns on the keyboard and tuned percussion with reasonable fluency and accuracy	I can share a range of ideas in group tasks	I can create simple compositions which have a sense of structure	I can work within the given time allocation	I can improvise simple melodic/rhythmic phrases with a small set of given notes	I can create compositions which explore different sounds and the musical elements	I can recognise basic musical symbols (treble clef, staff etc.)	I know a range of musical elements
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		I can make some improvements to my own work
		I can recognise rhythmic musical symbols (crotchets, minims etc.)

Lesson	Clear learning intentions (learning objectives)	Clear success criteria (levels of attainment in lesson - targets)	Hook (starter)	Presentation of content (main)	Guided practice	Independent practice (homework)	Closure (plenary)
1	<p>Learn to play off beat chords in a reggae style.</p> <p>Learn about Bob Marley, Jamaican culture and the importance of Reggae music in Jamaican history.</p>	<p>G learn to play chords A D E with left hand</p> <p>F learn to play chords off beat in the chorus</p> <p>E learn to play off beat chords in the chorus and verse</p> <p>D+ learn to play the riff and chords in the chorus</p>	<p>PowerPoint slide questions. Listen to three little birds by Bob Marley and answer the questions</p> <ul style="list-style-type: none"> • What is the style of music? • Where does it originate from? • Can you name the artist who made this style of music popular around the world? • Can you name any instruments? • Which instrument is playing the riff (short melody)? • The strongest beat falls on which beat? • What is this called? • Can you come up with your own question? 	<p>– learning to play chords off beat.</p> <p>Hand out three little birds work sheets. Explain to students how to play the chords. Ask students where C# F # G# is on the keyboard? (it's between..) Explain them the difference between sharps and flats. Demonstrate playing chords then playing them offbeat while counting (left hand). Explain that each box (bar) has 4 beats in it. Remember to count of beat while playing e.g. 1 and 2 and 3 and 4 and... the chords are played on the 'and'.</p> <p>Tasks: PRACTICAL TIME 1: All students to learn to play off beat chords.</p> <p>Pick few students to demonstrate what they have learnt so far. Pick students from the audience to feedback on www? Ebi? Ask the audience: Are they using the correct hand to play the chords? Are the chords played off beat?</p> <p>Practical time 2 Students take on board feedback given to them by the teacher and peers and continue improving their performances.</p>	<p>Feedback and testing knowledge opportunities in lesson:</p> <p>Assist students while they are practising and give verbal feedback</p> <p>Assist students while they are practising and give verbal feedback</p>	<p>Who was Bob Marley? Write a short biography. Include pictures.</p> <p>•H : why was Reggae music so important to Jamaican people?</p>	<p>Pick few students to perform back to the class.</p> <p>Audience Feedback. www? Ebi?</p> <p>Students write down Self Feedback (target for next lesson)</p> <p>Pick students randomly to share what they have written</p>



<p>2</p>	<p>To improve the performance of three little birds.</p> <p>To play the riff and the A major chord off beat.</p> <p>To learn to change between chords smoothly and to a steady tempo.</p>	<p>F to play chords off beat in the chorus E to play off beat chords in the chorus and verse D+ to play the riff and chords in the chorus</p>	<p>Answer the questions</p> <p>F: Where did Reggae music come from? Can you think of a famous Reggae artist? What is a Riff? •E: can you describe a key feature of Reggae music? Can you demonstrate how to clap an off beat rhythm? •D+: what else do you learn about when you are studying a style of music?</p>	<p>Recap on how to play the offbeat rhythm: Get students to stand up. Demonstrate how to play the offbeat rhythm by stomping the feet on strong beats 1, 2 and clapping in between (1 clap 2 clap...).</p> <p>Get students to follow the stomping in time and then add the clap on the offbeat. Pick a higher ability student to lead the class / another student to play the chord A offbeat on the piano.</p> <p>Hand out three little birds worksheets.</p> <p><u>How to play the riff and A chord together? (5 above)</u></p> <p>Demonstrate how to play the riff and the chords: write the rhythm and process on the board:</p> <p style="text-align: center;">1 and 2 and 1 and 2 and...</p> <p>RIFF: A B A E_ C# B A</p> <p>CHORD: A A A A</p> <p>Thumbs up or down: to see if they understood the process of playing the riff and the chords together: counting the beats etc. Thumbs up or down: to see if they understood the tasks. Pick a student to describe their target.</p> <hr/> <p>Practical time 1</p> <p>Go around the classroom and assist students.</p> <p>Ask students to come back to their seats. Ask few students what feedback did they get from their partner?</p> <p>Pick one person to perform. Audience to listen carefully to the performer. Pick a student randomly from the audience and ask them to give feedback to the performer. Pick another student to repeat the feedback given to the performer. Each student to write down feedback given to them later during the plenary.</p> <p>Practical time 2</p> <p>Practise and improve their performances further taking on board the feedback given to them by their peers.</p>	<p>Peer Feedback. Ask students to give feedback to their partner while they are practising. FOCUS ON: Timing, playing the chords correctly,</p> <p>Verbal feedback given to as many students during the 1st and second practical sessions and during plenary performances.</p>	<p>Find the names of four influential Reggae artists apart from Bob Marley. •Why did Bob Marley sing about politics and struggles in his songs? Give an example of a song by Bob Marley which has these themes.</p>	<p>Pick few students to perform what they have learnt. Audience to give feedback focusing on timing Www? Ebi?</p> <p>Quick test: basketball questions: get a student to ask another student a question on what they have learnt so far. The student answering should ask someone else a different question. Or find the musical term of the given definition.</p>
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3	To continue improving the performance of three little birds focusing on playing the song to a steady tempo	<p>F to play off beat chords in the chorus and verse</p> <p>E to play the riff and chords in the chorus</p> <p>D+ Improvising simple melodies using notes A B C# E F#, during the verse section</p>	<p>Practise playing the chords / riff and prepare for the assessment.</p> <p>Test students by asking questions on the topic:</p> <p>Where did Reggae originate from?</p> <p>Name a famous Reggae artist apart from Bob Marley (homework from last lesson)</p> <p>Name a key feature of Reggae music?</p>	<p>Explain the assessment criteria. Pick students randomly to describe: What level do you think you are at right now? What do you need to do to get to the next grade? Pick students to come and demonstrate e.g. how to play the chord off beat. Ask a student from the audience to give feedback on how to improve the performance. Explain and give an example of an aspect of a performance. Students to go off and practice improving their final performances.</p> <p>Student performances in front of the class.</p> <p>Audience to listen and give feedback focusing on tempo</p>	<p>Final assessment: Give students their final assessment levels and feedback on what they need to focus on in the next lesson.</p>	<p>What other styles of music originate from the Caribbean?</p> <p>•Find at least 4.</p>	<p>Ask few students to share the feedback given to them during the lesson.</p> <p>Quick test: basketball questions: get a student to ask another student a question on what they have learnt so far. The student answering should ask someone else a different question. Set homework.</p>
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<p>4</p>	<p>To learn about different types of scales: major, minor, blues, pentatonic scales in C.</p> <p>To learn to play different types of scales following finger patterns.</p> <p>Learn to compose simple melodies in a binary form.</p>	<p>G learn to play the C major scale F to concentrate learning C major and pentatonic scales, if possible with the right finger patterns. E to memorise at least two scales. D to memorise all the scales Extended work: to be able to improvise simple or complex (C) melodies with each scale learnt (Remember to keep melodies short and simple).</p>	<p>Starter: PowerPoint slide questions. Decipher keywords and write answers in exercise books. Pick students to share answers.</p>	<p>Learning to play scales. Hand out the scales worksheets Task 1: explain the term scale (see slide) and discuss the differences between major, minor, pentatonic, blues. Questions to ask. See PowerPoint slide for questions</p> <p>Go through task 1: explain and demonstrate the different tasks. See slide.</p> <p>PRACTICAL TIME 1: All students to learn to play all the scales Ascending and descending with the right finger patterns.</p> <p>Pick few students to demonstrate what they have learnt so far.</p> <p>Task 2: hand out the binary form composition sheets. Pick a student to explain the binary form structure? Explain how to write the melodies in the binary form structure go through rules: see slide</p> <p>Show an example. Pick a student to explain what they need to do next.</p> <p>Thumbs up / down to see if they understood what to do next.</p> <p>PRACTICAL TIME 2 Students to continue developing their compositions. Assist students with the tasks.</p>	<p>Thumbs up / down to see if they understood the tasks.</p> <p>Go around the classroom and give verbal feedback: how can you memorise the scale? Are you using the correct fingers to play the scale? Etc.</p> <p>Pick students from the audience to feedback on www? Ebi? Are they using the correct fingers to play the scale? Etc.</p> <p>Verbal feedback given to as many students at different stages during the 1st and second practical sessions and during plenary performances.</p>	<p>What is a drone in music?</p> <p>H: Can you describe three features of the ternary form structure? Can you find an example of a song which is in ternary form?</p>	<p>Self Feedback. To be written in their books. Pick few students to demonstrate what they have learnt so far. Pick students from the audience to feedback on www? Ebi?</p> <p>Action: what have you done with the feedback given to you in this lesson? What do you need to do next?</p>
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<p>5</p>	<p>Learn about the difference between drone and ostinato pattern.</p> <p>To learn about the difference between binary and ternary form.</p> <p>To continue developing compositions.</p>	<p>E: Add a drone to accompany your melodies e.g. C-G (left hand).</p> <p>You can change the drone in part B to show contrast. Use for example notes D-A.</p> <p>D: Play ostinati bass lines by alternating between the bass two notes C-G.</p> <p>C: Play chords instead of bass lines.</p>	<p>Starter: PowerPoint slide: listening task Extract 1: drone</p> <p>What is the name of the instrument?</p> <p>Does the melodic pattern change or is it continuous?</p> <p>What do you call a repeated pattern in music? ----- Extract 2: ostinato bass</p> <p>What is the name of the instrument?</p> <p>How would you describe the sound?</p> <p>What do you call a continuous bass note in music?</p> <p>Students to write answers in their exercise books. Share and discuss answers</p>	<p>Main - Explain and demonstrate how to play a drone to accompany the melodies Also demonstrate how to play alternating notes, ostinati bass line with the melodies. Students need to complete part B (writing melodies using a different scale) of their compositions as well.</p> <p>Demonstrate how to play chords C major, G major and F major with their melodies (separate worksheet). Explain how to play their compositions in ternary form.</p> <p>thumbs up / down to see if they understood their targets. Pick students to explain targets.</p> <p>Practical time 1 Students to work in pairs.</p> <p>Pick several students at different levels to perform. Audience to listen carefully to the performer. Pick a student randomly from the audience and ask them to give feedback to the performer. Pick another student to repeat the feedback given to the performer. Each student to write down feedback given to them later during the plenary.</p> <p>Practical time 2 Practise and improve their performances further taking on board the feedback given to them by their peers.</p>	<p>Go around the classroom and assist students. Give them verbal feedback.</p> <p>Peer Feedback. (WWW? EBI? - see slide for examples) Ask students to give feedback to their partner while they are practicing.</p>	<p>Homework: • Write three similarities between Scottish bagpipe music and Shepherd's music from Rajasthan. H: 3 differences and 3 similarities</p>	<p>Plenary Feedback sheets: write down the feedback given to them by their peers. Www? Ebi? Action: what have you done with the feedback given to you in this lesson?</p> <p>Set homework.</p> <p>Quick test: basketball questions: get a student to ask another student a question on what they have learnt so far. The student answering should ask someone else a different question.</p>
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6	To Improve the accuracy and timing of the composition performance	<p>•E:to be able to change the drone in part B to show contrast. Use for example notes C-G in part A (left hand) to D-A in part B.</p> <p>•D:to be able to play ostinati bass lines by alternating between the bass two notes C-G to a steady tempo.</p> <p>•C: to be able to play chords instead of bass lines to a steady tempo and add dynamic changes.</p>	<p>Starter (PowerPoint slide)</p> <p>1.Pick up a song sheet.</p> <p>2.Go straight to a keyboard and practise your performances:</p> <p>3.E: Add a drone to accompany your melodies e.g. C-G (left hand).</p> <p>4.You can change the drone in part B to show contrast. Use for example notes D-A.</p> <p>5.D: Play an ostinato bass lines by alternating between the bass two notes C-G.</p> <p>6.C: Play chords instead of bass lines.</p> <p>Pick a few to play back to the class and feedback.</p>	<p>Main</p> <ul style="list-style-type: none"> Discuss and demonstrate how to play the compositions to a steady tempo e.g. Practise playing along to a metronome or background beat, playing at a slower tempo. <p>Q: What else can you do to improve your performance?</p> <p>Assessment: component 2: composition</p> <ul style="list-style-type: none"> Go through the assessment criteria in the following slides before the assessment. Give a mark out of 30 for each composition based on the criteria. Students can focus on the red criteria when giving feedback. Give students one lesson to prepare and use the following lesson to assess. <p>Students to go off and practice improving their final performances.</p>	Give written feedback and final grades to the performers.	<p>Homework: •Learn to spell the keywords. composition, ternary form, scale, major, minor, blues, pentatonic, improvisation, ostinato, melody, drone.</p>	<p>Ask few students to read the feedback given to them during the lesson.</p> <p>Quick test: basketball questions: get a student to ask another student a question on what they have learnt so far. The student answering should ask someone else a different question. Set homework.</p>
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