

KESTEVEN AND SLEAFORD HIGH SCHOOL

Music Scheme of Learning

Year 8 Term Four – World Music

Intent – Rationale

To give students an understanding of Music from other cultures and enable them to talk about the key characteristics of Music from around the world.
We particularly focus on African Music and students explore the vocal and instrumental music of Africa.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
Year 7, term 1, elements of music. All music is built upon these principles. The students utilise their knowledge of the elements to enable them to talk about and analyse the music of Africa.	<ul style="list-style-type: none"> Blues Music and the music of the African Slaves.
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> Base the content here on what you already know but there will be time in future to liaise further as part of our collaborative work 	<ul style="list-style-type: none"> SP, SO, M 4 A, b, d, e,f, g,h,l

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What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none">Information about African Music is displayed on the board, students complete a 'fill in the blanks' sheet – comprehension skills FROM THE LIBRARY <i>BBC Music Magazine</i> <i>Guide to Music Around the World-780</i>	<ul style="list-style-type: none">Rhythm work – counting and adding

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Music Scheme of Learning

Year 8 – Term 4

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

To recall the key characteristics of African Music
To define ‘Syncopation’

Apply

To identify African Music through listening activities, using knowledge of the key characteristics
To discuss the music utilising musical terminology
To perform a piece of African Music

Extend

To play with two hands on the keyboard fluently

What subject specific language will be used and developed in this topic?

- Syncopation
- Call and Response
- Octaves
- Chords
- Fingering
- Djembe
- Harmony

What opportunities are available for assessing the progress of students?

- **Listening Test on the music of Africa, asking students to identify the key characteristics we have discussed, lesson 4**
- **Quizizz to enable students to develop their retention of knowledge, completed from week 3 as homework**
- **Performance Task to assess students keyboard skills with relation to African Music**

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- Close Harmony
- A' Capella
- SATB Choir

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Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
1	Can I recall the elements of Music? Can I use the elements of Music in my responses to questions about the music I am hearing?	Can I compare the music of Africa with other styles I am aware of?	Powerpoint
2	Can I recall the key characteristics of African Music?	Can I identify specific features within a piece of music?	Powerpoint
3	Can I demonstrate effective rehearsal technique?	Can I assist others to improve their own performance?	Powerpoint
4	Can I compare instrumental music to vocal music characteristics?	Can I include typical African features in my own performance?	Powerpoint
5	Can I perform with one hand maintaining a steady tempo?	Can I perform demonstrating musicality?	Powerpoint
6	Can I perform 'Wimoweh' fluently?	Can I perform 'Wimoweh' demonstrating an understanding of syncopated rhythms? Can I perform 'Wimoweh' with two hands?	Powerpoint