

**Music Department**

**Year: 8**

**Topic: Reggae**

**Learning Journey**

**Prior learning:**

**Students have studied chords and chord sequences in the Four Seasons and Blues. They have studied melody in Blues, Krishna, Four Seasons and Film Music. They have developed ensemble performance skills in Samba, Voices, Four Seasons, Pop Music, Blues and Krishna. Students have developed analytical skills in all topics so far. They have looked at musical literacy in Instrumental Skills, Film Music, Blues, Four Seasons, Samba and Pop Music.**

| <b>Learning sequence – topic title</b> |  |  |  |  |  |   | <b>Endpoint</b>   |
|--|--|--|--|--|--|---|---|
| <b>Main learning steps</b>             | Students will learn about the key features of Reggae music. They will discover that Reggae is fusion music and will listen to examples of mento, ska and rock steady. Student will use musical vocabulary to analyze | Students will be introduced to Bob Marley and will use retrieval practice techniques to revise previous learning. They will then analyze the song '3 Little Birds' and learn the bassline, chords and hook for the | Students will use retrieval practice to revise key terms and features studied so far. Students will develop their ensemble performance skills focusing specifically on timing. They will work in small groups to | Students will develop their performance skills by looking at notation for the verse of the song. They will learn the bassline, chords and melody and will perform these in a Reggae style. Students will interpret the | Students will return to smaller groups and develop their own versions of the verse. They will develop ensemble skills further by focusing on timing, rhythm and pitch. | Students will perform their cover versions to the rest of the class as their end of topic assessment. | Use musical vocabulary to describe Reggae music and perform in a Reggae style as part of an ensemble. |

|                   |                     |                     |   |                                     |  |   |  |
|-------------------|---------------------|---------------------|---|-------------------------------------|--|---|--|
|                   | listening excerpts. | chorus of the song. | create a cover version of the chorus.   | music independently where possible. |  |   |  |
| <b>Assessment</b> |                     |                     | Peer assessment completed by all students. Verbal feedback given to each group. |                                     |  | Summative Assessment – All students will receive written feedback from their Music teacher and students will set targets for their practical music. |  |

***Where will we use these ideas again:***

*We will continue to develop analytical skills in all future topics. Chords, melody and notation will all come up again in the Musical Futures topic that students study at the end of Year 8. These ideas will be visited in all Y9 Music topics.*