

Scheme of Work

By Liza Shannon

UNIT: Music of West Africa Term: 3 Year: 9

Focus:

Demonstrate understanding of music from different times and places. Developing an awareness of music from West Africa through looking at instruments used, rhythms, ceremonial, funeral and modern music in performance, compositional and listening tasks. Produce compositions in groups to be presented in each lesson.

Key Vocabulary:

Hatsiatsia, Kora, Reggae, Through composed, Strophic, Variation, Ostinato, Hocket

Specific Teaching:

- ♣ Reading from notated score and rhythm boxes
- ♣ Listening to examples of African music
- ♣ Ensemble skills
- ♣ Evaluate a performance
- ♣ Performance skills – keyboard and vocal
- ♣ Compose own African music
- ♣ Identify different style of music
- ♣ Express opinions and views about music

PoS

5b
6c
5c
6e
5a
5f,g
6d
6e

Repertoire:

- ♣ Hatsiatsia
- ♣ Funeral ceremony
- ♣ Pieces to perform
- ♣ Jamaica Farewell

Resources:

- ♣ Performance & listening worksheets
- ♣ Resource pack
- ♣ Recording of examples
- ♣ Instruments

Activity Plan:

- ♣ Introduce African music, culture etc. H/W – Community music
- ♣ Listening and appraising African music – discuss elements used within the music
- ♣ Whistling project using name
- ♣ Rhythms – performance and composition – H/W
- ♣ Composition using pentatonic scale and rhythm box
- ♣ Introduce traditional music ‘The Hatsiatsia ceremony’ through listening and composing
- ♣ Ceremonial music ‘Derkpee’ and ‘Atenteben’ performance and listening
- ♣ Identify African instruments – H/W
- ♣ Kora music listening task – analyse and compare to modern pop song
- ♣ Identify through composed, strophic, call and response, hocket
- ♣ Composition of own African piece using rhythm box and pentatonic scale, incorporating hocket and ostinato
- ♣ Popular African music – ‘Muudo Hormo’ by Baaba Maal – Role of women
- ♣ Reggae Riff - ‘Freedom’

Outcome:

All pupils:

Show awareness of different styles: ceremonial, funeral, popular. Participate in group/solo performance and composition. Identify African instruments and rhythms. Understand rhythm box.

Most pupils:

Perform African music with sense of style and individual interpretation. Incorporate call and response, hocket, ostinato, and pentatonic scale into compositions. Present personal opinion about music using musical vocabulary. Appraise own work.

Some pupils:

Perform with good sense of style and sensitivity. Respond to music, identifying conventions used within different styles. Analyse changes in character and mood and evaluate the effect of the music. Use accurate and extensive musical vocabulary. Develop musical ideas, exploring a range of conventions and structures.

Assessment:

- ♣ Homework
- ♣ Monitoring
- ♣ Pupil evaluation
- ♣ Listening test