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| **What will we be learning?**WHY IS COMMUNITY AN IMPORTANT PART OF MUSICAL EXPERIENCE?Year 7 KS3 Music – Africa | **Why this? Why now?****African** **music** is traditionally learned by listening and copying and has an immediacy and accessibility for musicians of a wide range of abilities from a range of backgrounds when entering KS3. This first unit sets the expectations for all music lessons – students experience music primarily through participation in singing & performance class activities supplemented with focused listening. The progression from whole class activities into smaller groups taking ownership of the creative processes including improvisation prepares students for subsequent topics in yr7 e.g. **Folk** | **Key Words:**DjembeA CapellaPulseRhythm4/4 time signatureTempoDynamicsStructureTextureTimbreCall and CopyCall and responseImprovisationSyncopated RhythmsPolyrhythms |
| **What will we learn?**How can we understand the musical processes and contexts of African music?How are musical devices used to create expressive African music?How do the different parts fit together in an ensemble and how can we maintain good timing?How can the musical elements be used to create different moods and effects in African music? |
| **What opportunities are there for wider study?****Music Enrichment:**Percussion ensemble & Choir + performance opportunities (school assemblies, school concerts, external concerts e.g. Somerford Arc, Regent Centre community project)**Further listening/reading:**  YouTube –a cappella videos (e.g. Ladysmith Black Mambazo)YouTube – djembe drumming MyHighcliffe Music Page which can be found [here](https://highcliffe.sharepoint.com/sites/LearnMusic/SitePages/Find-Your-Voice%281%29.aspx) |
| **How will I be assessed?**2 video feedback recordings, one of work in progress and one of the final performance. Students will self-evaluate by adding comments to the video WWW/EBI/CTG |

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| **Success Criteria** |
| Excellence |
| **Understanding:*** Understand how the different musical elements and devices are combined and used expressively in African music.

**Skills (music making):*** Can maintain their own part with awareness of how the different parts fit together adapting their part to achieve a *stylistic* effect.
* Can combine musical elements, devices and expressive qualities in a creative way, showing flair and confidence.
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| Secure |
| **Understanding:*** Understand how rhythm, texture and other musical devices can fit together to create a secure performance/composition

**Skills (music making):*** Can maintain their own part in their African ensemble performance with an awareness of how the different parts fit together.
* Can combine some musical elements and devices successfully as part of an ensemble, demonstrating musical progress.
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| Developing |
| **Understanding:*** Understand how some musical elements can be used to create different moods and effects in African music.

**Skills (music making):*** Can sing with a sense of the shape of the melody.
* Can perform rhythmically simple parts to a steady pulse in time.
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| Foundation |
| **Understanding:*** Understand musical instructions in a class ensemble and identify simple repeated patterns heard in African music.

**Skills (music making):*** Can repeat short rhythmic and melodic patterns with a sense of timing
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