

Year group 9 (Term 4)	REGGAE
<b>Prior learning- linked to National curriculum</b>	Students have studied a variety of styles and techniques throughout KS3 and have developed key skills on an instrument of their choice (or voice). They also have the embedded practice of listening to various styles and genres using MAD.T.SHIRT. Students have studied various popular styles which link in with Reggae and put it in context. Students have generally found an instrument they want to specialise in (or voice) by this stage and will have secured basic performance skills.
<b>Covid gaps</b>	Students may have missed some Year 7 modules due to Covid and may lack certain performance skills or understanding of the elements of music (MAD.T.SHIRT).
<b>Rationale</b>	This topic is essential to the developmental journey of pop music throughout the ages and throughout different countries and cultures. It has strong links with the Blues (module 2) and builds on performance skills. We are teaching Reggae as it introduces a new style of beat for the drummers, a different accent (beat 2 and 4) which covers articulation and allows keyboard players to develop their performance skills in a new style of music. It also helps to embed an understanding of chords and harmony as well as tempo and rhythm.
<b>Vocabulary:</b>	MAD.T.SHIRT ( <b>melody, articulation</b> , dynamics, tempo, <b>structure, harmony, instruments, rhythm</b> , texture), ground bass, remix, crotchet, quaver, semiquaver etc.
<b>Cultural Capital:</b>	There are regular opportunities to perform in concerts and take up an instrument or singing lessons. This style allows students to explore music and life from different countries and periods of musical history and there are close cross-curricular links.
<b>Key assessments- name the assessments</b>	The main Summative assessment is the final video recording of `Jammin` as a whole class. Formative oral feedback will be given during rehearsal lessons. Students will record their R2F onto their marksheet in which they will receive a written feedback statement. There is also a listening exercise which students will complete.
<b>What do children know/ can do now (EDSM)</b>	E - basic skills on instrument or vocal and basic knowledge of keywords / D - developing skills on instrument or voice and ability to use keywords with some accuracy in full sentences / S - competent skills are demonstrated on instrument or vocals and good knowledge of keywords and ability to use form accurate responses to questions using tier 2 vocabulary / M - advanced skills on instrument or voice and excellent use of all keywords and the ability to compare and contrast with other styles and genres using appropriate vocabulary and tier 2 vocabulary.
What <b>amendments</b> are you going to make following evaluation of this module?	Add R2F box on Marksheet.