



Subject: Music

Module 4: Passport to Africa, Brazil and India

Overarching Topic:			
<p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>	<p>Leave Bromley behind and begin Year 8 on a journey through the diverse sounds of Traditional and Fusion music from around the world where you will find opportunities to engage with tribal drums, carnival rhythms and the exotic sound of India through workshop lessons and collaborative composition. Explore leading a group of drummers in a ceremonial dance with the hypnotic cyclic patterns of the drumming made famous by the <i>Griot</i> of West Africa. Imagine yourself in Rio de Janeiro caught up in the <i>Mardi Gras</i> festival or in the midst of the <i>batteria</i>; a 1000-strong <i>Samba school</i>. Transport yourself to a Bollywood film set in Mumbai (or Leicester in the 1980s) to explore the fusion of traditional <i>Raga</i> with Punjabi rhythms and the synthesised bass lines of <i>Bhangra</i>. Three mini-projects allow students to get inside the sounds and features of traditional music from 3 continents whilst they also learn how music and culture are intertwined.</p> <p>This topic is non-linear and can be started at any of the 3 'countries'. It develops kinesthetic learning, leadership skills, collaboration and creativity through practical work whilst a focus on geography develops students' understanding of the globe; African and Brazilian cyclic patterns develop motor skills, co-ordination and understanding of rhythm, texture and structure; Indian music exposes students to a new way of using pitch and melody: raga and improvising to create a coherent melody; Students continue developing their awareness of world cultures and the similarities/differences to western music. Retrieval of the fundamentals from Year 7 continues to be developed and assessed alongside this topic content.</p>		
	Critical	Core	Pinnacle
<p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p>	<p>What is a Djembe; can I paddle my hands? Where is West Africa, Brazil and India? What is a pulse, ostinato and call & response? What is structure? What is a mnemonic? Can I recognise a small selection of traditional, regional instruments?</p>	<p>Who are <i>The Griot</i>, <i>The Bateria</i> and a <i>Guru</i>? How do you count and stay in time? Can I recognise, name and play a variety of traditional instruments and slap, tone, bass (Djembe)? Can I associate rhythm mnemonics with written rhythms? What are the differences between structure and texture? What are rests & triplets, polyrhythms, improvisation, cue calls, rag and chaal? Can I recognise and spell specific regional instruments?</p>	<p>What do I need to do to <i>lead</i> an ensemble? Can I hear/play/write a polyrhythm or resultant rhythm? What is the importance of non-verbal communication? Do I understand and can I apply/extend standard structural forms and textures? Do I know the origins and purposes of traditional rhythms, music and musicians? Can I write about Traditional music and describe the differences for each of the countries studied?</p>
<p>The Key Skills/ Techniques</p>	<p>The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.</p>		
	<p>Skill/Technique</p>	<p>How will this skill be developed?</p>	
	<p>Listening, timing, motor skills, co-ordination, multitasking, improvising, soloing, directing. Manipulating Garageband (Indian music task)</p>	<p>Workshops drum circles, small group practice, performance, listening tasks.</p> <p>Tasks developed with 'recipe' to follow</p>	
<p>Composition</p>	<p>Weekly with pieces refined and developed in groups.</p>		

