



1. Reggae music

This year, you are going to go on a trip around the world to explore and experience music from different countries and cultures. Our first stop is Jamaica and **reggae** music. How did reggae music start? What are the characteristics of **ska** music? How did **rock steady** develop from ska? Which key features of ska and rock steady developed into reggae music? Who was Bob Marley and what lyrics did he write about in his songs? You are going to continue with the keyboard and ukulele skills you worked on in year 7 to **perform a reggae piece** on an instrument.



Assessment 1 - October

Performing a reggae piece on the keyboard or the ukulele.



2. Oriental music

Which region of the world is Asia? What are the key characteristics of Japanese/Chinese/Balinese music? You will learn about the history of each music style and understand by **listening** and **appraising** the instruments from each style. By improving your listening skills, you will be able to recognise each music style. You will learn about **harmony** and **drone** by learning a piece inspired by **Oriental music** which will also give you the opportunity to explore what **pentatonic** means and how important the five note pattern is in Asian music. You will develop your **rhythm** skills by performing on percussion instruments as well as improving your keyboard performances.



Assessment 2 – December
Performing a piece inspired by the Orient on keyboards.

START!

Year 8

Half term 1

Half term 2

4. Africa

In this unit you will learn about the music from North, South, East and West Africa. Looking at the early history of music from the African regions, you will learn about the importance of the **griots** and the influence they had on the development of music. You will **listen** and **appraise** music from each region and you will learn that North African music is influenced by the music of the Middle East; South and West African music is influenced by the music of Western Europe and the Caribbean and East African music is influenced by Arabic, Indonesian and Indian music. You will learn what **polyrhythm** is and how to **compose** and **perform** polyrhythm patterns. **Call and response** will be used to perform traditional vocal pieces.



Assessment 3 – February
Listening and appraising test.

Half term 4

Half term 3

Assessment 4 – April
Ensemble performance on a percussion instrument.



5. Calypso music

The next stop on our world tour is to the island of Trinidad and Tobago in the Caribbean. **Calypso music** developed from this small island in the early 1900's with the first single released in 1912. You will **listen** and **appraise** the music and will be able to identify the characteristics of this style. **Steel pans** are the main instruments of this style but how are they made? Why is calypso music such an important part of carnivals in the Caribbean? Who are successful calypso musicians and what songs have they released? Which other musicians have they influenced in other countries? You will learn a Calypso piece and perform as part of an **ensemble**.



3. Folk music

In this unit you will learn about the traditions and characteristics of **folk music** from the United Kingdom as well as further afield. How is folk music passed through generations? What is the **aural** way of learning? What are the main differences in the instruments used in English, Irish, Scottish and Welsh folk music? You will develop your listening and appraising skills listening to different **repertoires** within the folk music **genre**. Who are famous folk musicians from each country and which instrument do they specialise in? What are **sea shanties** and how important were these to the sailors when they were out at sea? You will develop your performance skills using both ukuleles and keyboards.

Half term 5

Half term 6

Assessment 5 – May
Ensemble performance on the ukulele.

6. Latin American music

The last stop on our world tour takes us to Latin America. You will learn about the music of **salsa** from Cuba; **Tango** from Argentina and **Samba** from Brazil. What are the characteristics of each style and what are the main instruments used in each? Which languages are used in each country and are they used in the music? Who are famous musicians from each style? Using your **listening** and **appraising** skills, you will be able to recognise each music style and identify the key instruments, rhythm and tempo of each one. You will learn to play solo pieces on the keyboard inspired by salsa music and learn how to play basic samba rhythms as an **ensemble**.



Assessment 6 – July
Listening and appraising assessment on Latin American