

Key Stage 3 Scheme of Work

Unit No. K5 **Year/term :** 9 **Title :** World Music

Aim	To develop an understanding of musical language of other cultures, specifically, North Africa, the Pacific Rim, India and the Andes.
Required resources	Keyboard lab Various audio examples of music from the regions
Optional resources	Internet connection and Musical instruments CD rom for investigation work
Differentiation	Less able pupils should be limited in the number of notes they use in the modes. Structures of compositions should be kept simple. More able pupils should be encouraged to use a wider range of notes and octaves in composition work.
Cross curricular elements	AON : Comm : Evaluation of own and others' compositions by appraising work. IT : Investigative work on Musical instruments using Internet and CD Rom WWO : Throughout unit IOLP : Self evaluation of work and of 1 st performances so that editing and refining can take place effectively. PS : Composition tasks given in the form of problems to be solved.
SMSC	Pupils will learn about the musical and social culture of the countries featured.
Assessment arrangements	Pupils choose to be assessed on either Rai or Raga and can be assessed when they feel ready.

Expectation

Most pupils will : be able to compose using the structures and modes suggested on the projects. They will be able to identify music from the regions learned.

Some pupils will not have made so much progress and will : be able to compose using the basic outline of the modes. Structures will be simpler. They will be able to identify some music from the regions learned.

Some pupils will have progressed further and will : be able to compose fluently using the structures and modes. They will use a variety of melodic and harmonic devices to enhance the music. They will use the features of the keyboard with fluency and flair.

Summary of learning points

Non Western modes

The instruments and melodic language of North Africa, India, The Pacific Rim and the Andes.

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Card 1	<p>1st week</p> <p>Introduction to the unit. Pupils to play the DEGAB pentatonic scale up and down the keyboard in time to a beat. Use all the octaves of the keyboard.</p> <p>Introduction to the music. A short ostinato is to be played very slowly, speeding up gradually. Eventually it should be very fast. This can be repeated 2 or 3 times. Pupils practise this and perform it after about 10 minutes.</p> <p>Main part of the piece should have more rhythm. choose an ostinato pattern. Pupils should then use the hints on the card to explore their ideas more.</p> <p>2nd week</p> <p>A 2nd section to the piece should be composed. The whole piece should now be assembled, which includes the accelerated section at the beginning.</p> <p>Final Performances and appraisal.</p> <p>Suitable listening material could be used with focussed listening.</p>
Card 2	<p>Discuss the music of North Africa and its links with Islam, as opposed to sub-Saharan music.</p> <p>The procedure for Card 1 can be repeated. A CG drone works well with this piece.</p>
Card 3	<p>Discuss the sitar.</p> <p>The procedure for Card 1 can be repeated.</p>
Card 4	<p>This card introduces a performance of 'El Condor Pasa'.</p> <p>Discuss where the Andes are and the instruments of the Andes. Some of the chords may need to be clarified. Block chord or Auto chord accompaniment works.</p> <p>A short listening test could be played. They should identify areas of the world and the instruments played.</p>