**HTCS Curriculum Intent**

**Creativity**

**Subject: Music Year: 9 Half term: 3**

**TOPIC: Reggae Music**

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|  | | | **I can…** | **To improve…** |
| **R** | **A** | **G** |  |  |
|  |  |  | Identify the key musical elements of Reggae. |  |
|  |  |  | Discuss the cultural and historical significances of Reggae and related genres. |  |
|  |  |  | Perform as a group with respect to tempo, dynamics, structure and different roles. |  |
|  |  |  | Arrange existing song to include creative musical elements |  |

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| **Lesson** | **Learning Focus** | **Key words** |
| **1** | Go through the history of Reggae and the role of Bob Marley. | Reggae, RnB, Jamaica, political, Dub, Dancehall, Dubstep, Reggaeton, |
| **2** | Go through the key features of Reggae and give students a performance task playing | Off-beat, syncopation, harmony, chord progression, vamp, |
| **3** | Students will perform a Reggae song, and will be encouraged to sing. | Step, conjunct melody, tempo, moderato, andante, riff, ostinato |
| **4** | Students will perform their Reggae song to another group/pair and will receive peer feedback/assessment. | Texture, homophonic, innovative, vocals, timbre, |
| **5** | Students will perform their Reggae song to the class or present their presentation on another type of Caribbean music | Structure, arrangement, articulation, staccato |
| **6** | Final assessment of Reggae songs. Performance | Innovation, cohesive performance, collective, original, genre, |

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