


Year 8 Music Curriculum- Saharan Sounds

Prior Learning										
Year 7 Music- Ukulele. Students will have learnt about the key musical features of playing the instrument the Ukulele; exploring chords, chord patterns and riffs, alongside the history and origins of the Hawaiian music.										
We will be learning about...										
During this unit of work, we will be studying a music topic called Saharan Sounds. This unit explores the main rhythmic musical features and devices used in African music, particularly the African drumming tradition of West Africa.										
We will develop our learning by studying the following each week:									RAG Rate	
<div><div>Week 1 Key Learning</div><ul style="list-style-type: none">• <u>Knowledge</u>: Introduction to the Saharan Sounds topic- learning about the history of African music, origins, and typical instruments used.• <u>Skills</u> Exploring African Drumming techniques using Djembes, handling expectations and learning the bass, tone, and slap sounds on a drum.</div> <div><div>Week 2 Key Learning</div><ul style="list-style-type: none">• <u>Retrieval Knowledge</u>: Listen to a piece of African Dance Music and discuss where the music is from.• <u>Knowledge</u>: Exploring Cyclic Rhythms and Polyrhythms.• <u>Skills</u>: Perform and create your own polyrhythmic piece.</div> <div><div>Week 3 Key Learning</div><ul style="list-style-type: none">• <u>Knowledge</u>: Exploring Syncopation and beat emphasis.• <u>Skills</u> Exploring rhythm- find the beat/pulse of songs. Create a group ensemble arrangement of Wimoweh/Sogo.• Awe and Wonder Activity</div> <div><div>Week 4 Key Learning</div><ul style="list-style-type: none">• <u>Knowledge</u>: Exploring Call and Response techniques.• <u>Retrieval Skills</u> Review- Rhythm grid notations and patterns.• <u>Skills</u> Performing call and response rhythms-using improvisation and master drummer roles.</div> <div><div>Theory Assessment: Saharan Sounds Assessment</div><div><div>Week 5 Key Learning</div><div>CTG work (Closing the Gap)</div><ul style="list-style-type: none">• <u>Retrieval Skills</u>: Bass, Tone & Slap strokes can be revised using djembes.• <u>Skills</u>: Creating an African-inspired piece of music, exploring form and structure.• <u>Knowledge</u>: Exploring African Musical Instruments.</div><div><div>Week 6 Key Learning</div><div>Practical Assessment</div><ul style="list-style-type: none">• <u>Skills</u>. Perform 2 different rhythms from Sogo/ Hatsiatsia and compose own section towards this.• <u>Knowledge</u>: Exploring Hatsiatsia- watch video and identify key features of African music and rhythms.</div><div><div>Week 7 Key Learning</div><div>CTG work (Closing the Gap)</div><ul style="list-style-type: none">• <u>Retrieval Skills</u>: General overview of all practical skills to date.• <u>Skills</u>: Ensemble skills- class performance and smaller group activities.</div></div>										
Key Vocabulary										
Call and Response	Cyclic Rhythm	Improvisation	Master Drummer	Polyrhythm	Rhythm	Syncopation	Bass Tone	Slap Sound	Djembe	
Future Learning										
Year 9: Pupils could go on to: •Learn further examples of African songs, chants and spirituals. •Relate music to real festivals such as harvest, Passover or Ramadan.		GCSE Music: AOS1- My Music.		GCSE Music: AOS 5- Conventions of Pop.		Careers: singer, music director, orchestrator, pianist, audio engineer, music producer, lyricist, record producer, conductor and many more....				
Enrichment Activities										
In Year 9, learning could be enriched through:										
Joining an extra-curricular club such as: Keyboard club or Ukulele club. <input type="checkbox"/>		Attending a recital or music concert where percussive music from other cultures is being performed. <input type="checkbox"/>		Watching a live performance of a musician. <input type="checkbox"/>		Listening to a composer. <input type="checkbox"/>		Perform in a show or assembly. <input type="checkbox"/>		
								Learning a new instrument through the Instrumental lesson scheme. <input type="checkbox"/>		

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Enrichment Opportunities:

During your child's time at Lode Heath School, your child will have the opportunities to work individually, in small or large groups and as part of a whole class during musical performances.

Your child will also have the option to take up a musical instrument of their choice. We currently have a wide range of visiting music teachers from the Solihull Music Service.

For more details please visit: [Solihull Music Service | solihull.gov.uk](https://www.solihull.gov.uk/solihull-music-service)

Homework guidance:

Students will receive 1 fortnightly homework activity. These will be a combination of retrieval, knowledge, and research tasks. Failure to complete a homework task will result in a 25-minute detention.

How can you help?

Please support your child with their musical education by encouraging them to listen to a wide repertoire of music and by encouraging them to attend extra-curricular clubs within school and outside school through the Solihull Music Centre. If your child plays an instrument, please encourage your child to practise regularly.

Your child will be required to name a musical instrument performing. If your child does not play a musical instrument in a band or an orchestra this is extremely difficult. The best way to learn is to go to www.dsokids.com and here you can listen to all of the different orchestral instruments and learn what they sound like.