

Prior Learning

Building Blocks: PUPILS MAY KNOW AND WILL BUILD ON KNOWLEDGE BASED ON THE FOLLOWING:

1. Issues surrounding slavery and the impact that these conditions had on the cross-fertilisation of musical styles (including African rhythms, work songs and gospel spirituals).
2. Pupils should be able to recall the development and history of blues music and other conventions, such as syncopation and call and response.

Links to other subjects

- **History:** The transatlantic slave trade; Jamaican independence.
- **Geography:** Location of, and islands in, the Caribbean.
- **PSHE:** Learning how reggae music features lyrics relating to poverty, politics, religion, peace and/or love.

KEY SKILLS TAUGHT

- Pupils learn to perform *Buffalo Soldier*, using appropriate resources.
- They also listen and evaluate the characteristics of reggae music and make comparisons with other Caribbean music styles.
- They communicate ideas and feelings about reggae and about their own performance, using expressive language and musical vocabulary to justify their views and opinions.



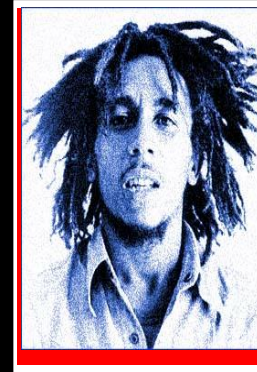
DBJA Year 5

Reggae Music



How did Reggae music develop?

Why is Bob Marley considered an icon?



KEY KNOWLEDGE TAUGHT

WALT:

- trace the development of reggae music through *mento*, *calypso*, *ska* and *rocksteady*.
- identify the key features of reggae music (i.e., what does reggae sound like?)
- analyse *Buffalo Soldier*.

GREATER DEPTH - SOME PUPILS WILL ALSO BE ABLE TO:

- recognise reggae features in other artists' music.
- consider why reggae is both a world and popular music style.

Artists: Millie Small, Desmond Dekker, Bob Marley

Key Vocabulary

Mento, **calypso**, **ska**, **rocksteady** and **reggae** (Caribbean styles studied).

Jamaica, **Trinidad** and **Tobago**, **Caribbean** (locations of music studied).

Chord – a group of notes (usually 3, called a “triad”) played together at the same time.

Off-beat rhythms (chords on beats 2 and 4).

Melody (a tune, played or sung).

Bass (low part, accompanies the melody).

Instrumentation: flute, bongo drums, acoustic guitar, steel pans, electric guitar, drum kit, saxophone, trumpet, trombone, horn/brass section, backing vocals, untuned percussion.

Storytelling: telling tales through songs.

Tier 2 vocabulary:

Syncopated rhythms (rhythms that move across or off the main beat),

Staccato (short, spiky notes), **Accented**

notes (emphasising a note/s to make it/them stand out), **Riffs** (repeating pattern, usually in the bass), **Skank**

(reggae term for offbeat rhythm and dance)

Rastafarianism (a religion that developed in Jamaica in the 1930s).