

## Curriculum Mapping

Year: Year 8

Subject: Music

Term	Week	Focus	Summary	Learning Outcomes	Parental Support	Independent Learning
1A	1	How do we uncover and understand the past — especially the history of St Helena?	Introduction to History	Identify what history is and explain its importance in understanding the past.	Share your family history with your child. Talk about important events, traditions, or ancestors, and explain why it's important to preserve memories and stories for future generations.	<a href="https://www.youtube.com/watch?v=ovkcCuBezz0">https://www.youtube.com/watch?v=ovkcCuBezz0</a>  <a href="https://www.youtube.com/watch?v=H_kVimPExEA">https://www.youtube.com/watch?v=H_kVimPExEA</a>
	2	How do we uncover and understand the past — especially the history of St Helena?	Time and Chronology	Place historical events in chronological order using timelines. Use and understand terms such as BC and AD accurately.	Create a timeline of family events or world/St Helena history with your child.	Complete a timeline of your life: including events since you were born, key milestones such as starting school, date of birth for you and your younger siblings, learning to ride a bike or something similar, first holiday or travel experience.  <a href="https://www.youtube.com/watch?v=y_dxtrt7zgc">https://www.youtube.com/watch?v=y_dxtrt7zgc</a>  <a href="https://www.youtube.com/watch?v=drE2XPacAmY">https://www.youtube.com/watch?v=drE2XPacAmY</a>
	3	How do we uncover and understand the past — especially the history of St Helena?	Types of Historical Evidence	Learn what historical evidence is and explain its role in understanding the past.	Look at old family photographs, letters, or heirlooms and discuss what they tell us about the past.	History at home:  Look for a piece of historical evidence from your own life or family. This could be an old photograph, a birth certificate, a Primary School

						school report card, a piece of clothing from when you were a baby, or a story passed down through generations.
	4					
	5					
	6					
	7					

Term	Week	Focus	Summary	Learning Outcomes	Parental Support	Independent Learning
<b>1B</b>	1			Students will be able to understand and perform a basic one drop beat as a class.		
	2					
	3					
	4					
	5					
	6					
	7					

Term	Week	Focus	Summary	Learning Outcomes	Parental Support	Independent Learning
<b>2A</b>	1					
	2					
	3					
	4					
	5					
	6					
	7					

Term	Week	Focus	Summary	Learning Outcomes	Parental Support	Independent Learning
<b>2B</b>	1					
	2					

	3					
	4					
	5					
	6					
	7					

Term	Week	Focus	Summary	Learning Outcomes	Parental Support	Independent Learning
<b>3A</b>	1					
	2					
	3					
	4					
	5					
	6					
	7					

Term	Week	Focus	Summary	Learning Outcomes	Parental Support	Independent Learning
<b>3B</b>	1					
	2					
	3					
	4					
	5					
	6					

Lesson 1:

All About Reggae  
The One Drop and the Offbeat

Lesson 2:

## Lesson Plan: The Rockers and the Steppers

### Objective:

Students will be able to identify and perform the *Rockers* and *Steppers* reggae beats.

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### 1. Hook / Warm-Up (5 minutes)

#### Recap:

Briefly review last week's concept of the *One Drop* rhythm.

#### Activity:

- Have students perform the One Drop with body percussion (clap–boom–clap).
  - Count together: “1, 2, 3, 4.”
  - Play “*Stir It Up*” – *Bob Marley and the Wailers* and have them follow along by marking beats.
  - Ask: “Where does the snare hit? What makes this rhythm feel relaxed?”
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### 2. Main Learning (10–12 minutes)

#### Learning the Rockers Beat

- Show a simple **notation or visual** of the Rockers beat on the board.
- Play “*Who Knows*” – *Protoje (feat. Chronixx)* as an example.
- Guide discussion: “Where do you hear the drums? Which beats do the kick and snare fall on?”  
→ Emphasize: **Kick on 1 and 3, Snare on 3.**

#### Learning the Steppers Beat

- Demonstrate using claps and stomps.

- Play “*Jammin’*” – *Bob Marley* as an example.
  - Ask again: “What’s different about this beat? How does it feel compared to the Rockers?”  
→ Emphasize: **Steppers = four-on-the-floor feel (kick on every beat).**
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### 3. Instrument Application (10–15 minutes)

Explain:

- **Bars** are grouped into **phrases** (multiples of 4: 4, 8, or 16 bars).
- They’ll perform a **4-bar phrase** in both Rockers and Steppers styles.

**Rockers Example:**

- **Keys:** Am – G
- **Bass:** 5 -5 5 5 3 3 3 3

**Phrase 2:** F – G

Rotate instruments if possible so everyone gets a turn feeling both rhythm types.

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### 4. Consolidation Activity – “Guess That Groove!” (10 minutes)

**Purpose:** To reinforce listening and critical thinking about beat differences.

**Activity:**

1. Split students into small groups.
2. Play short 15–20 second clips of reggae songs (some Rockers, some Steppers).
3. Each group writes or signals which rhythm they think it is (*Rockers* or *Steppers*) and *why*.
4. Reveal the answers and discuss:
  - “What clues helped you decide?”
  - “How did the kick and snare pattern affect the feel?”

Songs: Stir it up - One Drop

Guess who's coming to dinner - One Drop

Zimbabwe - Steppers

Johnny was - Rockers

Night Nurse - Rockers

Just

**Extension (if time allows):**

Groups can *create their own 4-bar rhythm pattern* (body percussion or instruments) and challenge others to guess which style they chose.

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## **5. Reflection / Wrap-Up (2–3 minutes)**

Ask:

- “How would you describe the difference between Rockers and Steppers?”
- “Which one feels more energetic or grounded to you?”

Encourage students to listen for these rhythms in reggae songs they know.

Lesson 3 How Music Reflects Culture:

Now we know 3 core Reggae Rhythms. We will explore how music and society/culture are closely connected. Music and art often reflect the culture in which it was made. Each student will complete a short assignment on this:

### **LESSON 3: Music and Culture**

Students will learn how music reflects the society in which it was created:

We learned 3 main reggae grooves, one drop, steppers, and rockers. Each came from a particular time period and circumstance in Jamaica.

Lesson Plan:

1: Kahoot Quiz (5-10 mins)

Doing some kahoot, Groove Guesser, students have to learn the groove.

2. Review of previous concepts (10 mins)

1. Feeling a pulse.
2. Counting 1, 2, 3, 4
3. Identifying the 3 types of groove
4. Check for understanding

### **3. Main learning (20)**

SWBAT; Answer the question “why do people make music”

Students open the google form whilst you open slides.

Students must fill in form

4. Introduce homework (10)

Lesson 4: