Unit 6: World music (general)

Outline
This unit will help students to develop an understanding of music around the world through listening to a range of representative repertoire.

Syllabus reference	Suggested teaching activities	Learning resources
Melody and Rhythm Ensembles and instruments Compositional devices Texture	**African and Arab music** Work through pages 5–15 and 30–33 of *Music Worldwide*, completing the assignments as appropriate. Students should be taught to recognise the sound of the following specific instruments: Rabāb Kora Xylophone 'Ūd Playing videos (easily found on websites such as YouTube) is a very good way for students to become familiar with these instruments. They should also be familiar with the following general characteristics of music from this part of the world: Syncopation Polyrhythm Ostinato In addition to listening activities, an engaging way to teach aspects of African music is through African drumming; using a range of drums, teach your class to perform some African polyrhythms. More able students can be given more complex rhythms to play. You could also sing some African songs to become familiar with the characteristics of the homophonic vocal style and call and response singing. Students could also explore the virtual African drumming activities on the suggested website.	Elizabeth Sharma: *Music Worldwide* (book and CD) www.wcsmusic.org.uk/modules.asp
	Revision and self-study Students could explore the section on African music from the BBC GCSE Bitesize website, which includes a test.	www.bbc.co.uk/schools/gcsebitesize/music/world_music/

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Melody and Rhythm Ensembles and instruments Texture	**Latin American music** Note that *Music Worldwide* does not contain a chapter on Latin American Music. As a guide, exploring Tango (Argentina), music for pan pipes (Andes) and Mariachi music (Mexico) will give students a good introduction to many of the characteristic features of Latin American in general – they do not need to be able to identify music from specific Latin American countries. Students should be taught to recognise the sound of the following specific instruments: Bandoneon Quena Pan-pipes Guitar Playing videos (easily found on websites such as YouTube) is a very good way for students to become familiar with these instruments. They should also be familiar with the following general characteristics of music from this part of the world: Syncopation Homophonic texture In addition to listening activities, students could play class arrangements of some Latin American music, e.g. Tangos. Some students may be learning Latin American pieces individually; they could perform these, and the class could identify the Latin American features in the music.	
Melody and Rhythm Ensembles and instruments Instrumental effects	**Chinese music** Work through pages 57–64 of *Music Worldwide*, completing the assignments as appropriate. Students should be taught to recognise the sound of the following specific instruments: Ch'in Erh'hu Playing videos (easily found on websites such as YouTube) is a very good way for students to become familiar with these instruments. They should also be familiar with the following general characteristics of music from this part of the world: Pentatonic scale Pitch bending Ornaments	Elizabeth Sharma: *Music Worldwide* (book and CD)

Syllabus reference	Suggested teaching activities	Learning resources
	In addition to listening activities, students could be taught how basic Chinese musical notation works, and could be asked to compose short melodies which they notate using Chinese notation.	
Melody and Rhythm Ensembles and instruments Instrumental effects Texture	**Indian music** Work through pages 34–46 of *Music Worldwide*, completing the assignments as appropriate. Students should be taught to recognise the sound of the following specific instruments: Sitar Sārangī Tablā Playing videos (easily found on websites such as YouTube) is a very good way for students to become familiar with these instruments. They should also be familiar with the following general characteristics of music from this part of the world: Texture (Melody and Drone) Pitch bending Ornaments In addition to listening activities, students could compose some short melodies based on one of the ragas in *Music Worldwide*.	Elizabeth Sharma: *Music Worldwide* (book and CD)
	Revision and self-study Students could explore the section on Indian music from the BBC GCSE Bitesize website, which includes a test.	www.bbc.co.uk/schools/gcsebitesize/music/world_music/
Ensembles and instruments Texture	**Indonesian music** Work through pages 47–56 of *Music Worldwide*, completing the assignments as appropriate. Students should be taught to recognise the sound of the following specific instrument: Rabāb and the general ensemble: Gamelan Playing videos (easily found on websites such as YouTube) is a very good way for students to become familiar with these instruments.	Elizabeth Sharma: *Music Worldwide* (book and CD) www.wcsmusic.org.uk/modulegamelan.asp

Syllabus reference	Suggested teaching activities	Learning resources
	They should also be familiar with the following general characteristic of music from this part of the world: Heterophonic texture In addition to listening activities, students could explore the virtual Javanese Gamelan on the suggested website.	
	Revision and self-study Students could explore the section on Gamelan from the BBC GCSE Bitesize website, which includes a test.	www.bbc.co.uk/schools/gcsebitesize/music/world_music/
Ensembles and instruments Texture	**Japanese music** Work through pages 65–69 of *Music Worldwide*, completing the assignments as appropriate. Students should be taught to recognise the sound of the following specific instruments: Shakuhachi Koto Playing videos (easily found on websites such as YouTube) is a very good way for students to become familiar with these instruments. They should also be familiar with the following general characteristics of music from this part of the world: Heterophonic texture In addition to listening activities, students could perform some Japanese melodies.	Elizabeth Sharma: *Music Worldwide* (book and CD)
	Formative assessment To check students' understanding of this unit, they could be asked (individually or in groups) to give a presentation about the different areas of world music they have studied. The presentation should include a variety of music examples chosen from beyond those studied in the class lessons.	