

# Lesson Plans

Zootime

## All Unit Documents in One Place

This document contains all the supporting documentation for this unit in one complete PDF and includes the following:-

- Unit Overview
- Suggested Pathway Planning Document
- Lesson Plans

# Zootime

## by Joanna Mangona

A Reggae Song for Children

Please use the accompanying **Activity Manual** for in-depth guidance, knowledge and understanding.

## Unit Overview

This is a six-week Unit of Work. All the learning in this unit is focused around one song: Zootime.

If you are using this Unit of Work as part of the **Scheme**, it has been placed in **KS1, Year 2/Ages 6-7** and is supported by Listen & Appraise documentation, One-page step-by-step / weekly Lesson Plans, and an Assessment Framework. To deliver your music lesson musically, it is very important that you follow the step-by-step planning that accompanies the on-screen resources.

If you are using this Unit of Work flexibly, you will have chosen it from the **Freestyle** options. You decide which age group it will best suit. The Freestyle approach is also supported by Full Lesson Plans, Flexible One-page step-by-step / weekly Lesson Plans, a Flexible Planning Grid and an Assessment Framework.

The Strands of Musical Learning in this Unit of Work relate to and progress towards the 'End of Key Stage Expectations (Musical Learning for the end of KS1, Year 2/Ages 6-7)' document (see supporting Assessment documentation). Your step-by-step learning focus will be the new musical activity or the strand of musical learning that needs particular attention from the previous step (see 'Introduction to Assessment'). The remainder of the activities within the lesson are ongoing skills.

Accompanying both approaches is the **Activity Manual**. This manual is a detailed teacher guide for all activities and will provide comprehensive support for all teachers.

## How this Unit is Organised

1. **Listen and Appraise** Zootime a Reggae song for children and other Reggae songs:
  - Zootime by Joanna Mangona
  - Kingston Town by UB40
  - Shine by ASWAD
  - I.G.Y. by Donald Fagen
  - Feel Like Jumping by Marcia Griffiths
  - I Can See Clearly Now by Jimmy Cliff
2. **Musical Activities** - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:
  - a. Warm-up Games (including vocal warm-ups)
  - b. Flexible Games (optional extension work)
  - c. Learn to Sing the Song
  - d. Play Instruments with the Song
  - e. Improvise with the Song (and optional extension activities)
  - f. Compose with the Song
3. **Perform the Song** - perform and share your learning as you progress through the Unit of Work.

## Teaching and Learning Support for this unit:

Please use the accompanying **Activity Manual** for in-depth guidance, knowledge and understanding. There are detailed descriptions and support for each activity within each Unit of Work.

### Listen and Appraise

Each step has a Listen and Appraise document for your use with all the research and information that is needed to complete the tasks and activities you see on-screen.

The main unit song is Zootime. All musical learning will happen around this song and you will have the option to Listen and Appraise other songs in steps 2-6.

**See the individual Listen and Appraise step-by-step supporting documents for complete information.**

## Musical Activities

### A. Warm-up Games (including Vocal Warm-ups)

Have fun playing these warm-up (pulse, rhythm and pitch) games. As you progress through the Unit of Work, the activities progress according to the unit and year group.

There are six progressive challenges, one for each step within the Unit of Work.

There is one continuous track that includes four games:

**Game 1** - Find the pulse, use your imagination. Choose an animal and find the pulse.

**Game 2** - Listen to the rhythm and clap back.

**Game 3** - It's your turn. This game is teacher-led initially so make sure you are prepared!

**Game 4a** - Listen and sing back with added vocal warm-ups. Use your voices to copy back this time. Use 'La' when you are singing back.

**Game 4b** - Listen, sing back and some different vocal warm-ups. Use your voices to copy back using 'La'.

### B. Flexible Games (optional extension activity)

These games are optional, flexible extension activities with Bronze, Silver and Gold Challenges.

These differentiated challenges are NOT a measure of attainment but about building musical skills in a fun and challenging way. All three games tracks are available here to be progressed through over the 6-step learning episode. You may want to revisit, for example, the Bronze Challenge to embed skills even if you have completed it and moved to Silver. The progression is in-built.

### C. Learn to Sing the Song: Vocal Warm-ups and Singing

You may have already warmed up your voices in the previous activity but there are more vocal warm-ups, should you wish to use them, in the Song Centre.

On the screen you will have the option to break the song down into manageable learning sections. There is also a tempo controller that will slow the song down to aid learning.

Add movement to the song and have fun. Let the children use their imaginations to choreograph movement to the rap/song.

## D. Play Instruments with the Song: With or Without Notation

On the screen you will see animated glocks and recorders playing easy and medium differentiated parts by ear. Please **do** play the easy and medium parts on the glock if you have no recorder experience. The sheet music tab on your resource will give you access to three differentiated parts for all band/orchestral instruments. These notated parts can be shown on screen if you are teaching a KS2/Age 7-11 class.

### The notes you will be using on glockenspiel are:

Easy part - C and D

Medium part - C and D with more complex rhythm patterns.

(See instrumental parts for other band/orchestral instruments).

This section of the unit is designed for you to rehearse the instrumental parts. You will rehearse these parts with the section of the song that you will play over when you perform the song as a whole.

## E. Improvise with the Song: Using your Voices and Instruments

These activities have in-built progression for you to follow according to the unit, year group and Key Stage. Work through the challenges as suggested on the One-page Lesson Plan.

On the screen you can select your activity:

Challenges	
Clap and Improvise	
Listen and clap back then listen and clap your own answer	
Sing and Play and Improvise	
Using your voices and instruments, listen and sing back, then listen and play your own answer using 2 notes, C moving to D.	
Improvise	
Take it in turns to improvise.	

### 1. Clap and Improvise!

- Activity 1 : Clap back rhythms
- Activity 2: Start to improvise with a question and answer activity, clap back your own answer

### 2. Sing and Play and Improvise! (You will be using the notes C and D)

- Activity 1 : Using your voices, listen and sing back
- Activity 2: Using your instruments, play back
- Activity 3: Question and answer using instruments - start to improvise with a question and answer activity. Listen and play your own answer using 2 notes, C moving to D

### 3. Improvise! (You will be using the notes C and D)

- Take it in turns to improvise using the skills you have acquired. Use 1 or 2 notes. Practise improvising over the track of the song you are learning. You can clap, sing or play, you decide. Take it in turns to improvise or, play in groups.

Using the notes from your activity, improvise within the given performance option in 'Perform the Song'. You can improvise all together, in groups or as a solo - you decide.

## Extension Activities For Improvisation

This resource is an optional extension activity.

### F. Compose with the Song: Using your instruments

(Please refer to the **Activity Manual** for more information about composition).

Add a selection of the children's compositions during the playing/instrumental section of this song.

#### Creating the Compositions

**1. Whole-class activity** – only if you are using one kind of instrument throughout the class, eg all glockenspiels, all recorders; or if you are an instrumental teacher, all clarinets, all violins, all trumpets etc.

Compose the tune with one person at the whiteboard. Encourage all children to put forward their ideas. After the tune has been composed using the computer, children will learn to play it on their instruments, so keep it simple!

**2. Group activity** – if you have a mixture of instruments in your class eg some clarinets, some flutes etc. This will be more likely in KS2/Ages 7-11.

Divide the class into groups so the children can work together to compose a piece, independent of the teacher.

Click 'play' on the composition screen and you will hear the instrumental section. Drag and drop the notes that you want to use in your composition. Note-names are written in the vertical column on the left hand side.

Once you're happy with your piece you can:

- 'Save audio' which will save an audio (.wav) file of the composed music and the backing track together
- 'Save pattern' which saves a data (.xml) file of only the notes you put in the grid for reloading next time
- 'Load pattern' which lets you locate your saved pattern (.xml) file for loading in

The navigation buttons (at bottom left) operate:

- Volume – controls overall volume
- Play – plays or pauses playback
- Rewind to start – takes you back to the beginning
- Loop – plays the backing only

### **Practising the Composition**

The track repeats indefinitely by default until it is stopped or the loop is switched off. In rehearsal, any number of children can play their composition, one child per repeat, working from whatever notation they choose or by ear.

### **Performing the Compositions**

When performing with the track, children will play their composition during the playing/instrumental section.

When the children are ready to play their compositions as part of the whole song, move to the performance section of the unit.

### **Which Instruments and Which Notes? (see Activity Manual for support)**

## **Perform and Share**

Remember to add some movement.

The structure of this song:

- Introduction  
Verse  
Introduction  
Verse  
Outro

**These are the options on the screen:**

- Perform the whole song
- Perform the whole song with your activities of choice



# Zootime

## 6-week Suggested Pathway: Planning Document

Step	Listen and Appraise	Musical Activities	Performance	Extension Activities
1.	Zootime by Joanna Mangona	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Start to learn the song Zootime	Sing the song	Choose from the suggested ideas
2.	Kingston Town by UB40  Zootime	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Zootime <b>d.</b> Play instrumental parts	Sing the song and play instrumental parts within the song	Choose from the suggested ideas
3.	Shine by ASWAD  Zootime	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Zootime <b>d.</b> Play instrumental parts <b>e.</b> Improvise (optional extension activities for improvisation)	Sing the song and improvise using voices and/or instruments within the song	Choose from the suggested ideas
4.	I.G.Y. by Donald Fagen  Zootime	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Zootime <b>d.</b> Play instrumental parts <b>e.</b> Improvise option (optional extension activities for improvisation) <b>f.</b> Compose	Sing the song and perform composition(s) within the song	Choose from the suggested ideas
5.	Feel Like Jumping by Marcia Griffiths  Zootime	<b>a.</b> Warm-up Games <b>b.</b> Flexible Games (optional) <b>c.</b> Sing the song Zootime <b>d.</b> Play instrumental parts <b>e.</b> Improvise option (optional extension activities for improvisation) <b>f.</b> Play your composition(s) within the song	Choose what you perform today. Start to prepare for the end-of-unit performance	Choose from the suggested ideas

6.	<p>I Can See Clearly Now by Jimmy Cliff</p> <p>Zootime</p>	<p><b>a.</b> Warm-up Games  <b>b.</b> Flexible Games (optional)  <b>c.</b> Sing the song Zootime  <b>d.</b> Choose and play any of the options below, then decide which one to practise for the end-of-unit performance:</p> <ul style="list-style-type: none"> <li>. Play instrumental parts</li> <li>. Improvise option (optional extension activities for improvisation)</li> <li>. Play your composition(s) within the song</li> </ul> <p>Choose and play any of the options below, then decide which one to practise for the end-of-unit performance</p>	Prepare for the end-of-unit performance	Choose from the suggested ideas
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# Zootime

## Step 1 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise (begin to recognise the basic style indicators of Reggae music)

- **Listen and Appraise - Zootime by Joanna Mangona:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. The coloured timeline denotes the song sections.
- After listening, talk about the song and answer the questions together using correct musical language.

Notes .....

### 2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - Zootime**
- Flexible Games (an optional extension activity)**
- Learn to Sing the Song - Zootime:** Start to learn to sing the song.

Notes .....

### 3. Perform

- **Performance - Zootime:** Perform and share what has taken place in today's lesson - sing the song.

Notes .....

## Continuous Assessment opportunities:

<b>Evidence</b> Have you recorded and uploaded?	
<b>Notable outcomes</b> Musical? Social? Unexpected? Exciting?	
<b>General learning focus for next time</b> Discuss with pupils.	

# Zootime

## Listen and Appraise Step 1

Zootime by Joanna Mangona

You will see the tabs *Listen*, *Appraise*, *Fast Facts* and *History* on the screen.

### Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Talk about them after listening.

- How does the song make you feel?
- Does the song tell a story?
- What does the song make you think of?
- How old do you think this piece of music is?

### Appraising

After listening to the song, answer the on-screen questions. Click 'Show answer' and an answer will appear! These questions are for all abilities. Encourage the use of correct musical language when responding.

- Is the music fast or slow? Did the speed (tempo) stay the same all the way through the song? *This song is quite a loud, fun song. It stays the same volume all the way through.*
- In music, dynamics means how loud or quiet the music is. Is this song loud, quiet or inbetween? *This song is quite a loud, fun song. It stays the same volume all the way through.*
- Did you hear the different instruments/voices in this song? What are they? *Male and female vocals. A Reggae band is playing keyboard, drums, bass and electric guitar.*
- Did all the instruments and voices play or sing all through the song? *Everyone sings and plays all through the song. The layers of sound (texture) are quite thick as the instruments and voices sing and play throughout. Each instrument and each voice is a layer of sound.*
- What is the style of this music? *This is a Reggae song.*
- How is the song put together?  
*Introduction*  
*Section A. Verse*  
*Section A. Verse*  
*Section B. Bridge*

### Section A. Verse

*Whole song repeated*

*End*

- Did you hear a short pattern or melody that comes back over and over again (riff)? *The melody of this song is made up of short riffs.*
- Is there a 'catchy' section in this song (hook)? *This whole song is short and 'catchy' so each section of the song could be a hook. 'Aardvarks, see the aardvarks they are drinking cans of coke' or 'Big baboons in party hats.'*
- Did you hear a solo in this song? *There are no solos in this song.*
- What did you like about the song? *It doesn't matter if you like or don't like a song or a piece of music. Think about what you liked or didn't like about the song.*

What are the style indicators of reggae music?

- *The bass guitar and drums are brought to the foreground of the music.*
- *Guitar and keyboards set back in the mix ( usually the roles of these instruments are the other way around, the bass and drums set back in the mix).*
- *Slowish tempo with a laid back feel.*
- *Bass guitar plays melodic lines and is prominent in the song.*
- *The drums and bass set up a particular groove avoiding the first beat of the bar.*
- *Bass guitar plays short line of melody or short phrases.*
- *Then guitar mostly plays chords on the offbeat, beats 2 and 4.*
- *Keyboard and organ also play on the offbeat but add extra melodies too.*
- *Sometimes there is a horn section that would be made up of sax, trumpet and trombone.*
- *Often female backing vocals.*
- *The lyrics often talk about Rastafarian beliefs.*
- *The lyrics often have a political message.*

What are the style indicators in this song, ie how do I know this is reggae music?

- *The bass guitar and drums are brought to the foreground of the music.*
- *Guitar and keyboards set back in the mix (usually the roles of these instruments are the other way around, the bass and drums set back in the mix).*
- *Slowish tempo with a laid back feel.*
- *Then guitar mostly plays chords on the offbeat, beats 2 and 4.*
- *Keyboard and organ also play on the offbeat but add extra melodies too.*
- *Female backing vocals.*

## **Fast Facts**

Information about the song: Zootime by Joanna Mangona

Zootime is a song written in a reggae style for children to sing, improvise, compose and play instruments with.

## **History**

Pictorial contextualisation of the song and style on the screen.

# Zootime

## Step 2 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise (begin to recognise the basic style indicators of Reggae music)

- **Listen and Appraise - Kingston Town by UB40:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Zootime (if you want to):** How are the songs different, how are they similar?

Notes .....

### 2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - Zootime**
- Flexible Games (an optional extension activity)**
- Learn to Sing the Song - Zootime :** Continue to sing the song.
- Play Your Instruments with the Song:** New Musical Activity.

Notes .....

### 3. Perform

- **Performance - Zootime:** Perform and share what has taken place in today's lesson. Sing and play instrumental parts within the song.

Notes .....

## Continuous Assessment opportunities:

<b>Evidence</b> Have you recorded and uploaded?	
<b>Notable outcomes</b> Musical? Social? Unexpected? Exciting?	
<b>General learning focus for next time</b> Discuss with pupils.	

# Zootime

## Listen and Appraise Step 2

Kingston Town by UB40

You will see the tabs *Listening*, *Appraising*, *Fast Facts* and *History* on the screen.

### Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Talk about them after listening.

- How does the song make you feel?
- Does the song tell a story?
- What does the song make you think of?
- How old do you think this piece of music is?

#### Some extra listening ideas:

- Perhaps watch a clip of the original on YouTube?
- Listen to 'Zootime' again
- Look for similarities and differences between the songs

### Appraising

After listening to the song, answer the on-screen questions. Click 'Show answer' and an answer will appear! These questions are for all abilities. Encourage the use of correct musical language when responding.

- Is the music fast or slow? Did the speed (tempo) stay the same all the way through the song? *This song has a constant, medium speed (tempo) all the way through.*
- In music, dynamics means how loud or quiet the music is. Is this song loud, quiet or inbetween? *This song is is not a loud song and it doesn't change in volume.*
- Did you hear the different instruments/voices in this song? What are they? *Synthesiser, bass, electric guitar and drums. There is a male vocalist and no backing vocals.*
- Did all the instruments and voices play or sing all through the song? *Yes, everyone plays and sings all through the song*
- What is the style of this music? *Reggae.*



- How is the song put together?

*Introduction*

*Verse 1*

*Bridge*

*Verse 2*

*Synthesiser solo*

*Bridge*

*Verse 3*

*Tag ending (repeated 3 times to repeat and fade)*

- Did you hear a short pattern or melody that comes back over and over again (riff)? *There is a riff in the introduction that is repeated throughout the song and is part of the synthesiser solo later in the song.*
- Is there a 'catchy' section in this song (hook)? *'In Kingston Town'..*
- Did you hear a solo in this song? *Yes, a synthesiser solo.*
- What did you like about the song? *It doesn't matter if you like or don't like a song or a piece of music. Think about what you liked or didn't like about the song.*

What are the style indicators of reggae music?

- *The bass guitar and drums are brought to the foreground of the music.*
- *Guitar and keyboards set back in the mix ( usually the roles of these instruments are the other way around, the bass and drums set back in the mix).*
- *Slowish tempo with a laid back feel.*
- *Bass guitar plays melodic lines and is prominent in the song.*
- *The drums and bass set up a particular groove avoiding the first beat of the bar.*
- *Bass guitar plays short line of melody or short phrases.*
- *Then guitar mostly plays chords on the offbeat, beats 2 and 4.*
- *Keyboard and organ also play on the offbeat but add extra melodies too.*
- *Sometimes there is a horn section that would be made up of sax, trumpet and trombone.*
- *Often female backing vocals.*
- *The lyrics often talk about Rastafarian beliefs.*
- *The lyrics often have a political message.*

## Fast Facts

Information about the song: Kingston Town by UB40

- The band UB40 started in 1978. the band were a group of friends that used to jam in basement rehearsal space in Birmingham.
- The band named themselves after an unemployment benefit form (Unemployment Benefit Form 40). They were very political from early in their career and wrote songs about the famine in Ethiopia as well as the prime minister of that time, Margaret Thatcher. They played at the 'Free Nelson Mandela Concert' in Wembley Stadium in 1988.
- UB40 produce a unique Reggae sound. They produced reggae versions of pop songs like 'Red Red Wine' and 'I Got You Babe' which helped to make reggae very popular.
- 'Kingston Town' is a 1970 song by the reggae singer Lord Creator and was recorded in 1989 by UB40.
- The song is about the capital city of Jamaica, Kingston.

## History

Pictorial contextualisation of the song and style on the screen.

# Zootime

## Step 3 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise (begin to recognise the basic style indicators of Reggae music)

- **Listen and Appraise - Shine by ASWAD:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Zootime (if you want to):** How are the songs different, how are they similar?

Notes .....

### 2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - Zootime**
- Flexible Games (an optional extension activity)**
- Learn to Sing the Song - Zootime:** Continue to sing the song.
- Play Your Instruments with the Song:** Revisit your learning from the last step.
- Improvise with the Song:** New Musical Activity: Clap and Improvise, Sing, Play and Improvise and Improvise! (See also optional Extension Activities for Improvisation).

Notes .....

### 3. Perform

- **Performance - Zootime:** Perform and share what has taken place in today's lesson. Sing the song and improvise using voices and/or instruments within the song.

Notes .....

## Continuous Assessment opportunities:

<b>Evidence</b> Have you recorded and uploaded?	
<b>Notable outcomes</b> Musical? Social? Unexpected? Exciting?	
<b>General learning focus for next time</b> Discuss with pupils.	

# Zootime

## Listen and Appraise Step 3

Shine by ASWAD

You will see the tabs *Listening*, *Appraising*, *Fast Facts* and *History* on the screen.

### Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Talk about them after listening.

- How does the song make you feel?
- Does the song tell a story?
- What does the song make you think of?
- How old do you think this piece of music is?

#### Some extra listening ideas:

- Perhaps watch a clip of the original on YouTube?
- Listen to 'Zootime' again
- Look for similarities and differences between the songs

### Appraising

After listening to the song, answer the on-screen questions. Click 'Show answer' and an answer will appear! These questions are for all abilities. Encourage the use of correct musical language when responding.

- Is the music fast or slow? Did the speed (tempo) stay the same all the way through the song? *The tempo is quite fast and stays the same all the way through the song.*
- In music, dynamics means how loud or quiet the music is. Is this song loud, quiet or inbetween? *The dynamics are quite loud all through this song.*
- Did you hear the different instruments/voices in this song? What are they? *Guitar, drums, tambourine, bass, a horn section (sax, trumpet, trombone), synthesiser. The vocal is sung by a man with male backing vocals.*
- Did all the instruments and voices play or sing all through the song? *Yes but the horn section can be heard more prominently before verses and chorus!*
- What is the style of this music? *Reggae.*

- How is the song put together?  
*Vocal introduction*  
*Instrumental introduction*  
*Verse 1*  
*Chorus*  
*Instrumental introduction*  
*Verse 2*  
*Bridge*  
*Chorus*  
*Instrumental interlude*  
*Rap section*  
*Bridge*  
*Chorus*  
*Chorus to dead stop*
- Did you hear a short pattern or melody that comes back over and over again (riff)?  
*Yes, the horn riff throughout.*
- Is there a 'catchy' section in this song (hook)? *Vocal hook: 'Shine, shine like a star..'*  
*the chorus.*
- Did you hear a solo in this song? *The male vocalist has a solo. In this solo he is 'toasting' which is rapping/talking and singing all mixed together.*
- What did you like about the song? *It doesn't matter if you like or don't like a song or a piece of music. Think about what you liked or didn't like about the song.*

What are the style indicators of reggae music?

- *The bass guitar and drums are brought to the foreground of the music.*
- *Guitar and keyboards set back in the mix ( usually the roles of these instruments are the other way around, the bass and drums set back in the mix).*
- *Slowish tempo with a laid back feel.*
- *Bass guitar plays melodic lines and is prominent in the song.*
- *The drums and bass set up a particular groove avoiding the first beat of the bar.*
- *Bass guitar plays short line of melody or short phrases.*
- *Then guitar mostly plays chords on the offbeat, beats 2 and 4.*
- *Keyboard and organ also play on the offbeat but add extra melodies too.*
- *Sometimes there is a horn section that would be made up of sax, trumpet and trombone.*
- *Often female backing vocals.*
- *The lyrics often talk about Rastafarian beliefs.*
- *The lyrics often have a political message.*

## Fast Facts

Information about the song: Shine by Aswad

- Aswad is a British reggae group that started in 1975.
- Their reggae sound has strong R&B and soul influences.
- They have released a total of 21 albums.
- 'Aswad' means "black" in Arabic.
- The song 'Shine' became Aswad's second big hit, after 1988's 'Don't Turn Around'. It was released in early 1994 and is a remix originally by a group called The Beatmasters.

## History

Pictorial contextualisation of the song and style on the screen.

# Zootime

## Step 4 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise (begin to recognise the basic style indicators of Reggae music)

- **Listen and Appraise - I.G.Y. by Donald Fagen:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Zootime (if you want to):** How are the songs different, how are they similar?

Notes .....

### 2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - Zootime**
- Flexible Games (an optional extension activity)**
- Learn to Sing the Song - Zootime:** Sing the song.
- Play Your Instruments with the Song:** Option to revisit your learning from the last step.
- Improvise with the Song:** Revisit Sing, Play and Improvise and Improvise! (See Optional Extension Activities for Improvisation).
- Compose with the Song:** New Musical Activity for this step.

Notes .....

### 3. Perform

- **Performance - Zootime:** Perform and share what has taken place in today's lesson. Sing the song and perform your composition(s) within the song.

Notes .....

## Continuous Assessment opportunities:

<b>Evidence</b> Have you recorded and uploaded?	
<b>Notable outcomes</b> Musical? Social? Unexpected? Exciting?	
<b>General learning focus for next time</b> Discuss with pupils.	

# Zootime

## Listen and Appraise Step 4

I.G.Y. by Donald Fagen

You will see the tabs *Listening*, *Appraising*, *Fast Facts* and *History* on the screen.

### Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Talk about them after listening.

- How does the song make you feel?
- Does the song tell a story?
- What does the song make you think of?
- How old do you think this piece of music is?

#### Some extra listening ideas:

- Perhaps watch a clip of the original on YouTube?
- Listen to 'Zootime' again
- Look for similarities and differences between the songs

### Appraising

After listening to the song, answer the on-screen questions. Click 'Show answer' and an answer will appear! These questions are for all abilities. Encourage the use of correct musical language when responding.

- Is the music fast or slow? Did the speed (tempo) stay the same all the way through the song? *This song is a medium tempo that stays the same all the way through the song.*
- In music, dynamics means how loud or quiet the music is. Is this song loud, quiet or inbetween? *This song has a mixture of quiet and slightly louder sections.*
- Did you hear the different instruments/voices in this song? What are they? *Solo male voice with male and female backing vocals. Guitars, bass, drums, saxes, trumpets, trombones and keyboards.*
- Did all the instruments and voices play or sing all through the song? *Yes - the texture is thick.*
- What is the style of this music? *This is a mixture of styles. It has a Reggae feel but is also jazzy/funky.*



- How is the song put together?  
*Introduction (the instruments enter one by one)*  
*Verse 1*  
*Bridge*  
*Chorus*  
*Introduction*  
*Verse 2*  
*Bridge*  
*Chorus*  
*Introduction*  
*Synthesised harmonica solo*  
*Bridge*  
*Bridge*  
*Chorus - repeated*
- Did you hear a short pattern or melody that comes back over and over again (riff)?  
*Yes, the horn section play a riff in the introduction that comes back between the chorus'.*
- Is there a 'catchy' section in this song (hook)? *The chorus: ' What a beautiful world this would be..*
- Did you hear a solo in this song? *Yes, there is a synth harmonica solo (a digital harmonica sound).*
- What did you like about the song? *It doesn't matter if you like or don't like a song or a piece of music. Think about what you liked or didn't like about the song.*

What are the style indicators of reggae music?

- *The bass guitar and drums are brought to the foreground of the music.*
- *Guitar and keyboards set back in the mix ( usually the roles of these instruments are the other way around, the bass and drums set back in the mix).*
- *Slowish tempo with a laid back feel.*
- *Bass guitar plays melodic lines and is prominent in the song.*
- *The drums and bass set up a particular groove avoiding the first beat of the bar.*
- *Bass guitar plays short line of melody or short phrases.*
- *Then guitar mostly plays chords on the offbeat, beats 2 and 4.*
- *Keyboard and organ also play on the offbeat but add extra melodies too.*
- *Sometimes there is a horn section that would be made up of sax, trumpet and trombone.*
- *Often female backing vocals.*
- *The lyrics often talk about Rastafarian beliefs.*
- *The lyrics often have a political message.*

## Fast Facts

Information about the song: I.G.Y. by Donald Fagen

- Donald Jay Fagen (born January 10, 1948) is an American musician best known as the co-founder, lead singer and keyboardist of the band Steely Dan from the 1970s.
- After Steely Dan's breakup in 1981, Donald Fagen released his debut solo album, The Nightfly, in October 1982.
- I.G.Y. (What a Beautiful World)' is a song written and performed by Donald Fagen.
- It was the first track of his first solo album The Nightfly, and was released in September 1982 as its first single.
- The I.G.Y. was an international scientific project that took place to encourage the world's scientists to work together.

## History

Pictorial contextualisation of the song and style on the screen.

# Zootime

## Step 5 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise (begin to recognise the basic style indicators of Reggae music)

- **Listen and Appraise - Feel Like Jumping by Marcia Griffiths:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Zootime (if you want to):** How are the songs different, how are they similar?

Notes .....

### 2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - Zootime**
- Flexible Games (an optional extension activity)**
- Learn to Sing the Song - Zootime:** Sing the song.
- Play Your Instruments with the Song:** Revisit this activity.
- Improvise with the Song:** Option to revisit/continue this activity. (See Optional Extension Activities for Improvisation).
- Compose with the Song:** Option to revisit this activity.

Notes .....

### 3. Perform

- **Performance - Zootime:** Perform and share what has taken place in today's lesson. Choose what you perform today.
- 

Notes .....

## Continuous Assessment opportunities:

<b>Evidence</b> Have you recorded and uploaded?	
<b>Notable outcomes</b> Musical? Social? Unexpected? Exciting?	
<b>General learning focus for next time</b> Discuss with pupils.	

# Zootime

## Listen and Appraise Step 5

Feel Like Jumping by Marcia Griffiths

You will see the tabs *Listening*, *Appraising*, *Fast Facts* and *History* on the screen.

### Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Talk about them after listening.

- How does the song make you feel?
- Does the song tell a story?
- What does the song make you think of?
- How old do you think this piece of music is?

#### Some extra listening ideas:

- Perhaps watch a clip of the original on YouTube?
- Listen to 'Zootime' again
- Look for similarities and differences between the songs

### Appraising

After listening to the song, answer the on-screen questions. Click 'Show answer' and an answer will appear! These questions are for all abilities. Encourage the use of correct musical language when responding.

- Is the music fast or slow? Did the speed (tempo) stay the same all the way through the song? *This song is quite slow and steady. The tempo doesn't change during the song.*
- In music, dynamics means how loud or quiet the music is. Is this song loud, quiet or inbetween? *This song is quite loud and joyful all the way through. It's about jumping, grooving and moving.*
- Did you hear the different instruments/voices in this song? What are they? *Bass guitar, electric guitar, drums, keyboard, female backing vocals, solo female singer. There is also a brass section that plays in the introduction and between chorus' and verses.*

- Did all the instruments and voices play or sing all through the song? *Yes. The backing vocals often echo the solo voice in a call and response style. The backing vocals sing on their own in the introduction sections of the song.*
- What is the style of this music? *Reggae.*
- How is the song put together?  
*Introduction*  
*Verse 1*  
*Chorus*  
*Introduction*  
*Verse 2*  
*Chorus*  
*Longer Introduction*  
*Verse 3*  
*Chorus*  
*Outro*
- Did you hear a short pattern or melody that comes back over and over again (riff)? *The brass section plays a riff in the introduction and between chorus' and verses.*
- Is there a 'catchy' section in this song (hook)? *The chorus: "La, la, la, la"*
- Did you hear a solo in this song? *There are no solos in this song.*
- What did you like about the song? *It doesn't matter if you like or don't like a song or a piece of music. Think about what you liked or didn't like about the song.*

What are the style indicators of reggae music?

- *The bass guitar and drums are brought to the foreground of the music.*
- *Guitar and keyboards set back in the mix ( usually the roles of these instruments are the other way around, the bass and drums set back in the mix).*
- *Slowish tempo with a laid back feel.*
- *Bass guitar plays melodic lines and is prominent in the song.*
- *The drums and bass set up a particular groove avoiding the first beat of the bar.*
- *Bass guitar plays short line of melody or short phrases.*
- *Then guitar mostly plays chords on the offbeat, beats 2 and 4.*
- *Keyboard and organ also play on the offbeat but add extra melodies too.*
- *Sometimes there is a horn section that would be made up of sax, trumpet and trombone.*
- *Often female backing vocals.*
- *The lyrics often talk about Rastafarian beliefs.*
- *The lyrics often have a political message.*

## Fast Facts

Information about the song: Feel Like Jumping by Marcia Griffiths

- Marcia Griffiths was born 23 November 1949 and is a Jamaican singer. She is known for her strong and smooth singing voice.
- Marcia Griffiths is probably the best-known and most influential woman in the history of reggae music.
- She showed an interest in music when she was very young, singing in the church choir and regularly taking part in musical presentations at school. Marcia made her first steps toward a professional career when she was 15.
- Marcia's first major hit was the 1967 single 'Feel Like Jumping' that was in the charts in Jamaica and here.
- In 1974 Bob Marley wanted to fill out the vocal sound of his group, called The Wailers. He added a trio of female singers to the Wailers' lineup called the I-Threes. Marcia became a member of the I-Threes alongside Rita Marley ( Bob's wife) and Judy Mowatt.

## History

Pictorial contextualisation of the song and style on the screen.

# Zootime

## Step 6 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise (begin to recognise the basic style indicators of Reggae music)

- **Listen and Appraise - I Can See Clearly Now by Jimmy Cliff:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - Zootime (if you want to):** How are the songs different, how are they similar?

Notes .....

### 2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - Zootime**
- Flexible Games (an optional extension activity).**
- Learn to Sing the Song - Zootime:** Sing the song.
- Play your Instruments with the Song:** Revisit this activity.
- Improvise with the Song:** Option to revisit/continue this activity. (See Optional Extension Activities for Improvisation).
- Compose with the Song:** Option to revisit this activity.

Notes .....

### 3. Perform

- **Performance - Zootime:** Perform and share what has taken place in today's lesson. Choose what you perform today.

Notes .....

## Continuous Assessment opportunities:

<b>Evidence</b> Have you recorded and uploaded?	
<b>Notable outcomes</b> Musical? Social? Unexpected? Exciting?	
<b>General learning focus for next time</b> Discuss with pupils.	

# Zootime

## Listen and Appraise Step 6

I Can See Clearly Now by Jimmy Cliff

You will see the tabs *Listening*, *Appraising*, *Fast Facts* and *History* on the screen.

### Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Talk about them after listening.

- How does the song make you feel?
- Does the song tell a story?
- What does the song make you think of?
- How old do you think this piece of music is?

#### Some extra listening ideas:

- Perhaps watch a clip of the original on YouTube?
- Listen to 'Zootime' again
- Look for similarities and differences between the songs

### Appraising

After listening to the song, answer the on-screen questions. Click 'Show answer' and an answer will appear! These questions are for all abilities. Encourage the use of correct musical language when responding.

- Is the music fast or slow? Did the speed (tempo) stay the same all the way through the song? *This song has a medium reggae tempo but is vibrant and doesn't feel slow!*
- In music, dynamics means how loud or quiet the music is. Is this song loud, quiet or inbetween? *This song is quite loud all the way through representing a sun-shiny day!*
- Did you hear the different instruments/voices in this song? What are they? *Drum machine, bass, electric guitar, keyboard. Male vocals with female backing vocals.*
- Did all the instruments and voices play or sing all through the song? *The instruments play all the way through the song. The backing vocals weave in and out of the male vocalist who sings all the way through too.*
- What is the style of this music? *Reggae.*



- How is the song put together?

*Introduction*

*Verse 1*

*Verse 2*

*Bridge*

*Outro*

- Did you hear a short pattern or melody that comes back over and over again (riff)? *The instrumental backing has some short keyboard and guitar riffs all through the song.*
- Is there a 'catchy' section in this song (hook)? *Yes, 'Bright, bright, sun-shiny day'.*
- Did you hear a solo in this song? *There are no solos in this song.*
- What did you like about the song? *It doesn't matter if you like or don't like a song or a piece of music. Think about what you liked or didn't like about the song.*

What are the style indicators of reggae music?

- *The bass guitar and drums are brought to the foreground of the music.*
- *Guitar and keyboards set back in the mix ( usually the roles of these instruments are the other way around, the bass and drums set back in the mix).*
- *Slowish tempo with a laid back feel.*
- *Bass guitar plays melodic lines and is prominent in the song.*
- *The drums and bass set up a particular groove avoiding the first beat of the bar.*
- *Bass guitar plays short line of melody or short phrases.*
- *Then guitar mostly plays chords on the offbeat, beats 2 and 4.*
- *Keyboard and organ also play on the offbeat but add extra melodies too.*
- *Sometimes there is a horn section that would be made up of sax, trumpet and trombone.*
- *Often female backing vocals.*
- *The lyrics often talk about Rastafarian beliefs.*
- *The lyrics often have a political message.*

## Fast Facts

Information about the song: I Can See Clearly Now by Jimmy Cliff

- International reggae star Jimmy Cliff, born James Chambers on April 1, 1948, in Jamaica.
- Jimmy Cliff is best known as one of the Jamaican musicians who introduced reggae to an international audience.
- He began making music as a child and when he was a teenager began releasing singles and becoming famous in Jamaica.
- He starred in the film 'The Harder They Come' which raised him up into the international music scene.

- 'I Can See Clearly Now' is a song written, composed, and originally recorded by a singer called Johnny Nash in 1972.  
It was covered by many artists throughout the years, including a 1993 hit version by Jimmy Cliff, who re-recorded the song for the film soundtrack of Cool Runnings.

## **History**

Pictorial contextualisation of the song and style on the screen.