

## CHANGING KEY

*Our contribution to the diversification of music education for young people in London and across the UK.*

**Changing:** Highlights the impact we want to make with this initiative, reflecting the people we're teaching and the musical styles they're learning about

**Key:** Essential learning within music education, unlocking doors to further opportunities



### Intent:

Our Changing Key curriculum has been designed to contribute to the decolonising of the music curriculum. Changing Key includes 5 coherent schemes of work focusing on music from the African diaspora which connects across different genres and includes content on social, cultural, geographical, and political influences.

We believe Music Education in the UK should be rich, varied and reflective of the young people and elders who make up the population. It can and should highlight the UK's diverse contribution to the music industry, to have more cultural resonance and uptake with young people who can identify with the content. As well as enrich other students who have less cultural understanding of music from the African diaspora.

An appropriate Music Curriculum should build on the cultural capital young people bring to the classroom from their heritage, families, and social experiences. Changing Key covers a rich cultural tapestry demonstrating the logical connections between the music from Africa, Brazil, America and the UK and building the essential knowledge that pupils need to be rounded musically creative citizens.

We considered teachers and departments that might struggle with access to resources, currently have a lack of diversity within their schemes of work or are using the same video

content and might need something more relatable to their students. When looking for music references, teachers indicate its often American content that saturate YouTube and therefore used for schemes of work in the classroom. Although lots of music of the African diaspora may have a genealogy that passes through America, there is also a heavy proportion of this music taking place in Britain and particularly in London.

## Implementation:

The Schemes are created by and with professional musicians who love these genres, and we want the music to shine through and for the young people to develop a love and understanding of a wide range of styles. The slides are not meant to be 'click and go' slides. They still require further thinking and discussion, and in some instances where one might feel lessons need more or less, this should be tailored by the class teacher. Our goal is to encourage educators to conduct independent research to better themselves and their teaching.



Based on Blooms Taxonomy, Changing Key seeks to incrementally develop pupils' knowledge and skills by combining learning with opportunities to apply understanding through practical and composition tasks.

At Kinetika Bloco we have over 20 years of experience delivering bespoke workshops in schools that engage, inspire and up-skill students via creative activity including samba drumming, steel pans, brass & woodwind and dance. You can purchase workshops from us that will be complimentary to the programme – enquire for costs.

[See Kinetika Bloco's Workshop Offers](#)

Alternatively, we recommend schools organise their own activities to relate back to the schemes. This could include instrumental teaching, choral singing or music production workshops.

## Impact:

In London currently and growing more widely in the UK we have a strong Jazz scene, a wide samba community, a vibrant steel pan tradition, many marching bands and a melting pot for cultures and creativity which we feel needs to be reflected in the learning outcomes for young people. When studying jazz, students should understand that it is a genre developed in America with its roots in Africa, but also understand that jazz is heavily present in the UK today and constantly evolving. In this way young people do not feel far removed and associate music of their own heritage only with America and Africa, tracing influences from other countries and genres, such as Dancehall, Amapiano and Grime.

A narrow, heavily European music syllabus or overly American-centric one creates more barriers for young people from the wide variety of ethnic backgrounds in the UK to relate to. It may prohibit them from choosing creative options and therefore will continue to have a negative impact on the long-term diversity of the arts sector.

By making music education content interesting, relatable and reflective of students, we hope it will inspire them to become involved in the musical groups in the schools, the organisations in their community and to pursue music at a higher level.

The multiplicity of learning content, practical work and composition tasks contribute to longer-term musical development across the key stage and prepare them for further musical study at GCSE, as well as encourage progression pathways for professional development.





## Breakdown

<p><b><u>Afrobeat</u></b> What is Afrobeat, where is it from and what does it sound like?</p> <p><i>In this scheme of work, learn about the genres that influenced Afrobeat, the socio-political themes that ignited it, the pioneers of Afrobeat and what its impact on the music scene today is. Explore rhythm and melody through composition, listening and appraising tasks. Understand what Afrobeat is, Afrobeat Vs Afrobeats and watch an Afrobeat Demo in the attached video content.</i></p>	<p><b><u>Samba</u></b> What is Samba, what are the traditional elements of it and how has it contributed to music around the world?</p> <p><i>Explore Samba music from Brazil, understand its roots and the rhythmic and melodic components that characterise it. This scheme of work will give you the chance to learn a traditional Brazilian piece on the keyboard or your chosen instrument and the opportunity to work in a group to develop your ensemble skills using samba drums using our Samba Drumming Demo video.</i></p>
<p><b><u>Calypso</u></b> What is Calypso, how does it compare to Soca and what is the history behind the Steel Pans?</p> <p><i>Discover where Calypso music came from, the pioneers of the genre and history behind the instruments that distinguish it. This scheme will allow you to practice harmony and melody with singing and piano exercises. Watch and learn what Calypso is, the History of the Steel Pan and see our Steel Pan demo.</i></p>	<p><b><u>Jazz</u></b> What is Jazz, what are its origins and what characteristics define it?</p> <p><i>Dissect Jazz harmony, rhythm, instrumentation and structure throughout this scheme and apply understanding via listening, improvisation and notation tasks. Learn about equipment and vocal techniques popularised in Jazz. Study a Jazz lineup, learn how to scat and gain improvisation techniques in the attached video content.</i></p>
<p><b><u>London Jazz</u></b> How has Jazz developed in London, what are its influences and who are the musicians leading the new sound?</p> <p><i>Understand the inspiration, influence and impact of London Jazz covered in this scheme. Learn about the organisations that contribute to the development of young players and make your own London Jazz piece. Watch our Introduction to Instrument videos.</i></p>	<p><b>The schemes have been curated to be delivered across a term with a breakdown of 3 lessons of learning and two lessons of performance and composition tasks.</b></p> <p><b>They are tailored for Key Stage 3 but can be adapted for younger and older students as well as those with SEND.</b></p> <p><b>They were created in collaboration with a diverse range of young people and music professionals.</b></p>

## How to purchase

- We can give you one scheme of work free of your choice.
- You will need to sign a contract agreement before obtaining the scheme and fill out a feedback survey once completed.
- To retrieve the four other schemes, we ask that you 'pay what you can' and if you are a London school, you promote our holiday projects and after school clubs.

\*We are in a test period; these schemes may not be free or able to purchase on a 'pay what you can' basis forever.

## What makes Kinetika Bloco qualified to create Changing Key?

At Kinetika Bloco, we have 25 years' experience of music repertoire from the African diaspora that has consistently engaged, inspired and educated hundreds of young people who are now working in the creative industries. Some work within the education system while some like Femi Koleoso, Sheila Maurice-Grey, Mark Kavuma, Dominic Canning, Ruben Fox and Theon Cross have gained notable public success and are now at the forefront of the UK music scene.

Our team of artists and alumni have a vast knowledge of different musical genres having studied widely within Kinetika Bloco, music institutions in this country and beyond and with other organisations. They are rooted in British culture, with diverse backgrounds, bringing together different musical genres and expertise from Cape Town Jazz to Afrobeat. We have drawn from this amazing team to work on the project to make the resources rich, relevant and exciting.



The project has been led by Kyle McInnis: Music Educator and Musician taking on roles such as Head of Music and Head of Performing Arts in London. Currently based in Greenwich, former KB alumni and member of our team, Kyle combines teaching with playing as a professional tuba player. He has a passion for education and in 2022, set up Make it Make Sense, his own music education organisation.

## Credits

Key members of the creative team and genre specialists include:

**Andy Grappy**, Tuba Player and educator; **Mark Kavuma**, Trumpet specialist in jazz; **Richie Seivwright**, Trombone Player and Vocalist; **Wade Austin**, Trinidadian pan player; **Andre Johnson**, Percussionist; **Ife Ogunjobi**, Trumpet Player, Ezra Collective; **Shayanna Dyer-Harris**, Percussionist

Contact [tamzyn@kinetikabloco.com](mailto:tamzyn@kinetikabloco.com) for more information or to purchase.