

<p>LEARNING OBJECTIVES <i>(Pupils should know/understand/be able to do/be aware of by the end of the lesson)</i></p> <ul style="list-style-type: none"> Rehearse and perform a Popular Song as part of group with an awareness of song structure and textural layers creating own group arrangement 	<p>LEARNING OUTCOMES <i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 4 (working towards) All Pupils : Perform, as part of a group, part of a Popular Song such as a simple riff pattern or a chorus with some sense as to how the different textural layers (parts) fit together</p> <p>Level 5 (working at) Most Pupils Perform, as part of a group, a complete Popular Song with a good sense of structure and how the textural layers fit together with some sense of arrangement</p> <p>Level 6/7 (working beyond/GAT) Some Pupils : Take on a leading role within a group organising resources to produce a well-rehearsed and complete Popular Song including a good contrast between different sections such as the verse and chorus.</p>
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LESSON STRUCTURE

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Starter Activity	<p>Lesson 5 – Some teachers may like to begin this lesson by revising one of the key concepts of Popular Songs learned about during this unit before setting the challenge below. Suggested activities include:</p> <ul style="list-style-type: none"> REVISING POPULAR SONG STRUCTURE: listening to one of the recordings of a Popular Song from the unit and using the song structure cards on Starter/Plenary 1 in a sequencing activity (similar to the starter in lesson 2) to explore the sectional structure of a Popular Song LEARNING ABOUT CHORDS IN POPULAR SONGS: distribute Worksheet 7 and play Audio 7 analysing the chords in the famous “England” chant/”Vindaloo” song EXPLORING FEATURES OF A POPULAR SONG: distribute Worksheet 8 and play Audio 8 exploring features used in The Spice Girls’ song “Wannabe” <p style="text-align: right;">(10 mins)</p> <p>Lesson 6 – On with the Task! – briefly revise the task with pupils distributing their copies of the relevant song score/song sheet from lesson 5 and ensuring that each group has the necessary instrument available for them to continue with their Popular Song performances.</p> <p style="text-align: right;">(5 mins)</p>	<p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> <p>Listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>
Core Main Activities	<p>These final two lessons of the unit take pupils through pathway B of their exploration into “Popular Song” – performing their own Popular Song arrangement (pathway A offers pupils the chance to create and compose their own Popular Song - see Lesson Plans 5 & 6A). After learning about arrangements, textural layers, song structure and hooks and riffs in Popular Songs (lessons 1-4) pupils can then be set the challenge to create a group arrangement of a Popular Song from a given score/song sheet. The task can be issued in a number of ways</p> <ul style="list-style-type: none"> The teacher selects an appropriate popular song, from the choice given below, and each group creates their own arrangement of the same song from the material given, deciding upon instrumentation and any additional parts such as appropriate drum/percussion rhythms. The teacher selects two or three popular songs, from the choice given below, allowing groups to choose which song they’d like to create an arrangement of. <p>This task could be spread over more than the two suggested lessons if time allows, but if following the time frame allotted during this unit, allow lesson 5 for pupils to begin work on allocating roles and parts and deciding upon instruments used and lesson 6 for them to refine, revise and rehearse their Popular Songs before allowing each group to perform their song to the rest of the class. Songs could be recorded for assessment purposes.</p> <p style="text-align: right;">(Lesson 5 – 45 mins; Lesson 6 – 50 mins)</p>	<p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <p>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p>

Plenary	<p>Lesson 5 – Sharing of Work – invite selected groups to perform the Popular Song performances “to date” in a sharing of work inviting feedback from the rest of the class as to how the group could refine their song towards a complete performance during the following lesson(s). (5 mins)</p>	<p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p>
	<p>Lesson 6 – My Popular Song Learning – Starter/Plenary 5 Allow pupils to complete Starter/Plenary 5 to review their learning of Popular Song from the unit. Space is provided for teachers to issue pupils with a “level” and provide AFL comments as well as a “ticklist” feature for pupils to track their own learning and outcomes. (5 mins)</p>	
<p>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT Literacy – form and structure in poetry and prose; lyrics; repeated sections in poetry ICT – If a sequencer, drum machine or suitable music software is available, then a pre-recorded drum loop could be used as a backing track to accompany pupils’ popular song performances. Alternatively, some (or all) of the parts can be inputted by pupils, leaving them free to sing the song vocals as a group.</p>		<p>EAL/SEN/GAT (GAT) Higher ability pupils could be encouraged to perform parts of their Popular Songs on their own instruments. If a member of the class is a drummer, then they can be used to create a rhythm track to accompany other group’s songs.</p>
<p>LANGUAGE FOR LEARNING - spell/use/understand Arrangement, Bass Line, Bridge, Chords, Chorus, Coda, Counter-Melody, Form, Hook, Intro, Lyrics, Melody, Middle 8, Outro, Popular Song, Riff, Song, Structure, Verse</p>		<p>HOMEWORK SUGGESTIONS Pupils could be asked to complete Pupil Self- Assessment Sheet to summarise their involvement within their groups’ performance of their popular song arrangement.</p>
<p>LESSON RESOURCES – keyboards; full range of tuned and untuned classroom percussion; drum kit (if available); recording (and playback) equipment if popular songs are being recorded for assessment.</p>		
<p>Y9U5SP1 – Song Structure Card Sort Y9U5A7 – “Vindaloo”/England Y9U5A8 – “Wannabe” – The Spice Girls Y9U5S22 – “Three Lions” Y9U5S23 – “England/Vindaloo” Y9U5S4 – “California Dreaming” Y9U5SS5 - “Love is All Around” Y9U5SS6 – “I’ll be There for You” Y9U5S8 – “Can’t get you out of my Head” Y9U5S10 – “Imagine” Y9U5S12 – “Tears in Heaven” Y9U5S14 – “Everything I do (I do it for you)” Y9U5S16 – “Groovy Kind of Love” Y9U5S18 – “Somethin’ Stupid” Y9U5S20 – “Fields of Gold” Y9U5SP5 – My Popular Song Learning</p>		<p>Y9U5W7 – Listening to “Vindaloo/England” Y9U5W8 – Listening to “Wannabe” Y9U5SS1 – “Three Lions” Y9U5SS2 – “England/Vindaloo” Y9U5S3 – “Let it Be” Y9U5S5 – “Love is All Around” Y9U5S6 – “I’ll Be There for You” Y9U5S7 – “Killing Me Softly” Y9U5S9 – “Hey Jude” Y9U5S11 – “When you say Nothing” Y9U5S13 – “Every Breath you Take” Y9U5S15 – “The Flintstones” Y9U5S17 – “Words” Y9U5S19 – “Take my Breath Away” Y9U5S21 – “Angels” MDPL14 – Self Assessment Sheet</p>