

<p><b>LEARNING OBJECTIVES</b>  <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"> <li>Compose, rehearse and perform a Popular Song as part of group with an awareness of song structure, textural layers and hooks and riffs</li> </ul>	<p><b>LEARNING OUTCOMES</b>  <i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p><b>Level 4 (working towards) All Pupils :</b>                  Compose, 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><b>Level 5 (working at) Most Pupils</b>                  Compose, as part of a group, a complete Popular Song with a good sense of structure, including a bridge/middle 8, using a “catchy” hook/riff and bass line and chords which all fit together well to produce an effective song</p> <p><b>Level 6/7 (working beyond/GAT) Some Pupils :</b>                  Take on a leading role within a group organising resources to produce a well-rehearsed and complete Popular Song including more advanced features such as a bridge melody, counter-melody/descant and a good contrast between verse, chorus and bridge/middle 8.</p>
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**LESSON STRUCTURE**

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<b>Starter Activity</b>	<p><b>Lesson 5</b> – 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"> <li><b>REVISING POPULAR SONG STRUCTURE:</b> listening to one of the recordings of a Popular Song from the unit and using the song structure cards on <a href="#">Starter/Plenary 1</a> in a sequencing activity (similar to the starter in lesson 2) to explore the sectional structure of a Popular Song</li> <li><b>LEARNING ABOUT CHORDS IN POPULAR SONGS:</b> distribute <a href="#">Worksheet 7</a> and play <a href="#">Audio 7</a> analysing the chords in the famous “England” chant/“Vindaloo” song</li> <li><b>EXPLORING FEATURES OF A POPULAR SONG:</b> distribute <a href="#">Worksheet 8</a> and play <a href="#">Audio 8</a> exploring features used in The Spice Girls’ song “Wannabe”</li> </ul> <p style="text-align: right;">(10 mins)</p> <p><b>Lesson 6 – On with the Task!</b> – briefly revise the task with pupils distributing their copies of <a href="#">Worksheet 12</a> from lesson 5 and ensuring that each group has the necessary instrument available for them to continue with their Popular Song compositions (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>
<b>Core Main Activities</b>	<p>These final two lessons of the unit take pupils through pathway A of their exploration into “Popular Song” – composing their own Popular Song (pathway B offers pupils the chance to perform an arrangement of another popular song – see <a href="#">Lesson Plans 5 &amp; 6B</a>). 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 compose their own Popular Song, working in groups. <a href="#">Worksheet 12</a> – “<b>Composing a Popular Song</b>” suggests one approach for pupils to tackle their song composition using the following stages:</p> <ul style="list-style-type: none"> <li>Composing a Hook/Riff (follows on from lesson 4) on which to base their song, with an emphasis on how this should be the “catchy” and “most memorable” part of the song (<a href="#">Worksheet 12</a> side 1). The Aeolian mode (and suggested accompanying chords) has been given purely as a suggestion.</li> <li>Composing a Bass Line and Chords (<a href="#">Worksheet 12</a> side 2)</li> <li>A suggested <b>STRUCTURE</b> for a Popular Song (<a href="#">Worksheet 12</a> side 2) on which pupils can record their ideas</li> </ul> <p style="text-align: right;"><i>Continued...</i></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>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Core Main Activities</b></p>	<ul style="list-style-type: none"> <li>• Suggestions for writing lyrics (<a href="#">Worksheet 12</a> side 3) which will fit with the structure given on side 2 of <a href="#">Worksheet 12</a>. Some suggestions for song lyrics are given on <a href="#">Worksheet 13</a> but note that these do not follow the structure given on <a href="#">Worksheet 12</a> side 2, but rather could be used (if at all!) as a source of inspiration for pupils since this task is primarily about the music and not the lyrics!</li> <li>• A checklist of Popular Song features ensuring pupils include all relevant features of a Popular Song into their compositions (<a href="#">Worksheet 12</a> side 4)</li> </ul> <p>This task is rather open-ended and some teachers may want to support pupils with further knowledge on chords and how chords can be constructed from bass lines before attempting this task. Alternatively, a chord progression can be added to <a href="#">Worksheet 12</a> before distribution so that pupils only have to work out a melody line. The textural layers – vocal melody, chords, bass line, any drums or percussion, bridge or counter-melody – should be decided upon by the group and outcome will depend on ability.</p> <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 their composition 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. (Lesson 5 – 45 mins; Lesson 6 – 50 mins)</p>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Plenary</b></p>	<p><b>Lesson 5 – Sharing of Work</b> – invite selected groups to perform the Popular Song compositions “to date” in a sharing of work inviting feedback from the rest of the class as to how the group could refine their song for completion during the following lesson(s). (5 mins)</p> <p><b>Lesson 6 – My Popular Song Learning – <a href="#">Starter/Plenary 5</a></b> Allow pupils to complete <a href="#">Starter/Plenary 5</a> 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>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><b>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT</b>  <b>Literacy</b> – form and structure in poetry and prose; lyrics; repeated sections in poetry  <b>ICT</b> – 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 compositions. 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><b>EAL/SEN/GAT</b>  <b>(GAT)</b> 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.  <b>(SEN)</b> Lower ability pupils may be given further assistance in composing their own popular songs. A pre-written set of lyrics could be issued to avoid time in creating their own, or a given chord progression or bass line written on <a href="#">Worksheet 12</a> for pupils to use a template and to speed up the composition process.</p>		
<p><b>LANGUAGE FOR LEARNING</b> - 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><b>HOMEWORK SUGGESTIONS</b>  Pupils could be asked to complete <a href="#">Pupil Composition Assessment Self Evaluation Sheet</a> reflecting on their Popular Song composition.</p>		
<p><b>LESSON RESOURCES</b> – 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> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><a href="#">Y9U5SP1 – Song Structure Card Sort</a>  <a href="#">Y9U5A7 – “Vindaloo”/England</a>  <a href="#">Y9U5A8 – “Wannabe” – The Spice Girls</a>  <a href="#">Y9U5W13 – Popular Song Lyrics Bank</a>  <a href="#">MDPL11 – Composition Assessment</a></p> </td> <td style="width: 50%; vertical-align: top;"> <p><a href="#">Y9U5W7 – Listening to “Vindaloo/England”</a>  <a href="#">Y9U5W8 – Listening to “Wannabe”</a>  <a href="#">Y9U5W12 – Composing a Popular Song</a>  <a href="#">Y9U5SP5 – My Popular Song Learning</a></p> </td> </tr> </table>			<p><a href="#">Y9U5SP1 – Song Structure Card Sort</a>  <a href="#">Y9U5A7 – “Vindaloo”/England</a>  <a href="#">Y9U5A8 – “Wannabe” – The Spice Girls</a>  <a href="#">Y9U5W13 – Popular Song Lyrics Bank</a>  <a href="#">MDPL11 – Composition Assessment</a></p>	<p><a href="#">Y9U5W7 – Listening to “Vindaloo/England”</a>  <a href="#">Y9U5W8 – Listening to “Wannabe”</a>  <a href="#">Y9U5W12 – Composing a Popular Song</a>  <a href="#">Y9U5SP5 – My Popular Song Learning</a></p>
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