

<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"> Learn about the subject matter of lyrics and key themes in Rock ‘n’ Roll songs Compose own Rock ‘n’ Roll song using features from Rock ‘n’ Roll music with a clear structure Evaluate own group’s Rock & Roll compositions 	<p>LEARNING OUTCOMES <i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 4 (working towards) All Pupils : Sing Rock ‘n’ Roll songs as part of a class with an awareness of the lyrical content of the song(s) Compose, arrange, rehearse, refine, perform and evaluate a Rock ‘n’ Roll song with spoken lyrics, an attempt at a chord pattern using the chords of C, F & G with some sense of structure</p> <p>Level 5 (working at) Most Pupils Identify the main features and themes in lyrics of traditional Rock ‘n’ Roll songs of the 1950’s Compose, arrange, rehearse, refine, perform and evaluate a Rock ‘n’ Roll song with sung lyrics, bass line and chord/triad pattern using the chords of C, F, & G together with a rhythm backing producing a song which fits together well and uses some features of Rock ‘n’ Roll</p> <p>Level 6/7 (working beyond/GAT) Some Pupils : Take on a leading role in composing, arranging, rehearsing, refining, performing and evaluating an effective, well-structured Rock ‘n’ Roll song with more complex Rock ‘n’ Roll features e.g. <i>walking bass line, introduction and coda, performing or improvising solo parts/sections, stab or riff chords, triads and chords performed in different ways</i></p>
---	--

LESSON STRUCTURE

		NC KS3 POS
Starter Activity	<p>Lesson 5 – Lyrics in Rock ‘n’ Roll Songs – Starter/Plenary 1 Issue pupils with Starter/Plenary 1 containing lyrics taken from a selection of 1950’s Rock ‘n’ Roll songs. Ask pupils to read the lyrics and jot down the common themes and subject matter in the lyrics. Share ideas and brainstorm as a class – Girl’s Names, Dances of the 1950’s, Love, 1950’s clothing, “Scat” phrases, Music, Humour etc. (5 mins)</p> <p>Lesson 6 – On with the task..... Worksheet 4 Briefly recap the composing task with pupils allowing them to assemble in groups together with their correct resources and Worksheet 4 from lesson 5 (5 mins)</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>Lesson 5 - 1. Singing Rock ‘n’ Roll Songs – Song Sheet 4 & Audio 5 & Song Sheet 5 & Audio 6 Sing through “Let’s Dance” and/or “Hound Dog” as a class using the above resources. Briefly discuss the chord markings on the song sheet(s) and reinforce that both songs are loosely based on the twelve bar blues chord progression (10 mins)</p> <p>Lessons 5 & 6 - 2. Composing a Rock ‘n’ Roll Song – Worksheet 4 Divide pupils into groups of 5-6 and issue Worksheet 4. Explain the composing task to pupils: they are to compose their own Rock ‘n’ Roll songs starting with the lyrics (including some of the themes identified in the starter activity and from the songs above). Each group can work with a keyboard to experiment with melodic ideas. Groups should use nonsense syllables in the “Shuwaddy” section (refer back to “Rock Around the Clock”). Next, pupils fit their lyrics to a traditional twelve-bar blues bass line deciding how the bass line will be performed, accompanying triads or chords to fit with the bass line before they add extra rhythm parts and an optional introduction and coda (GAT). Allow pupils to rehearse and compose their Rock ‘n’ Roll songs during lesson 5 and perform and record Rock ‘n’ Roll song compositions during lesson 6. (40 mins lesson 5; 30 mins lesson 6)</p> <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>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</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>

Core Main Activities Continued	<p>Lesson 6 – 3. Evaluating Rock ‘n’ Roll Songs – Worksheet 5 Pupils listen to recordings of their Rock ‘n’ Roll song compositions and complete Worksheet 5 as they listen as a form of self assessment (10 mins)</p> <p>Lesson 6 – 4. Rock ‘n’ Roll Assessment – Worksheet 6 & Audio 7 Play Audio 7 as pupils complete question 1 on worksheet 6 before allowing them to complete the remaining questions to consolidate knowledge and understanding of Rock ‘n’ Roll, triads and chords and the twelve bar blues (10 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>
	Plenary	<p>Lesson 5 – Listening to a Rock ‘n’ Roll Song composition “in progress” – Audio 3 Play pupils Audio 3, a recording of some Year 9 pupils’ first verse of their Rock ‘n’ Roll song compositions (they used the lyrics from Blue Suede Shoes!). Discuss with pupils</p> <ul style="list-style-type: none"> • What have the group included in their song so far? (Bass Line, Chords, Lyrics, Sung Melody, Keyboard rhythm, Keyboard “ending”, maracas) • What do the group need to do to complete their Rock ‘n’ Roll song composition and to turn it into a complete song? <p style="text-align: right;">(5 mins)</p> <p>Lesson 6 - Review of Learning – “My Rock ‘n’ Roll Learning” – Starter/Plenary 5 Pupils review their learning of Rock ‘n’ Roll from the unit by completing Starter/Plenary 5. 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 Numeracy – “Tri” = 3 – triangle; tripod; the clock Literacy – Shuwaddy - use of nonsense syllables strung together to form a melodic line History – Social, Political and Economic-related events of the 1950’s Textiles – Fashions in the 1950’s Dance – Associated Dances with Rock ‘n’ Roll – The Twist, The Jive, The Mashed Potato, The Turn</p>		<p>EAL/SEN/GAT (SEN) Lower ability pupils may need extra help when writing lyrics to their own Rock ‘n’ Roll songs. Some of the song lyrics on Starter/Plenary 1 can be used by pupils as support if required. (GAT) Higher ability pupils can be encouraged to perform parts of their group’s Rock ‘n’ Roll songs on their own instruments, experiment with different ways of performing the bass line (e.g. as a walking bass) or by performing the chords and triads in different style (e.g. as riff chords or stab chords). Solo improvisation sections can be added to the structure of their song and they can be encouraged to compose or arrange a short introduction and coda to open and close their song. (GAT) Higher ability pupils may be able to sing in 3-part harmony during the “Shuwaddy” section of their Rock ‘n’ Roll songs (SEN) Pupils who are struggling to play the triads with three fingers can use the “single finger chord function” available on many keyboards where a chord will sound when only one note (the root) is depressed.</p>
<p>LANGUAGE FOR LEARNING - spell/use/understand Bass Line, Chord, Chorus, Coda, Introduction, Lyrics, Riff, Shuwaddy, Stab chords, Swing Rhythm, Triad, Twelve Bar Blues, Verse, Walking Bass</p>	<p>HOMEWORK SUGGESTIONS Pupils could be asked to complete their lyrics or rehearse their own part of their groups’ Rock ‘n’ Roll song after lesson 5. Pupils could be asked to give their Rock ‘n’ Roll song a name/title taken from the lyrics of the chorus and to design a CD cover with the name of their group and song title on for publicity. Pupils could be asked to complete Starter/Plenary 5 as homework if time is short during lesson 6.</p>	
<p>LESSON RESOURCES – recording and playback equipment; keyboards; untuned percussion Y9U3SP1 – Lyrics in Rock ‘n’ Roll Songs Y9U3A3 – Year 9’s Rock ‘n’ Roll song composition “in progress” Y9U3W4 – Composing a Rock ‘n’ Roll Song Y9U3SS4 – Let’s Dance Y9U3A5 – Let’s Dance Y9U3SS5 – Hound Dog Y9U3A6 – Hound Dog Y9U3W5 – Evaluating Rock ‘n’ Roll Compositions Y9U3W6 – Rock ‘n’ Roll Assessment Y9U3A7 – Rock ‘n’ Roll Assessment Y9U3SP5 – My Rock ‘n’ Roll Learning</p>		