

<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"> Revise how triads are constructed Perform a Rock ‘n’ Roll Bass Line using triads Begin rehearsing a part of a Rock ‘n’ Roll song working towards a full class performance 	<p>LEARNING OUTCOMES <i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 4 (working towards) All Pupils : Know, construct and perform major triads of C, F & G Perform a twelve-bar blues bass line Sing a Rock ‘n’ Roll song as part of the class with a sense of style, diction, accuracy of pitch and awareness of harmony and unison Perform simple parts of “Rock Around the Clock”</p> <p>Level 5 (working at) Most Pupils Know, construct and perform major triads of C, F & G changing between them fluently as part of a twelve-bar blues chord progression Perform more complex parts of “Rock Around the Clock” with awareness of how own parts fits with others</p> <p>Level 6/7 (working beyond/GAT) Some Pupils : Know, construct and perform chords of C7, F7 & G7 performing fluently and changing smoothly between each chord as part of a twelve-bar blues chord progression Perform a walking bass twelve-bar blues line Perform more complex parts such as the Riff or Stab parts of “Rock Around the Clock” with accuracy of pitch and rhythm</p>
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LESSON STRUCTURE

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Starter Activity	<p>Revising Triads – Starter/Plenary 4 Issue pupils with Starter/Plenary 4 as they enter the classroom and explain they are to work out the notes needed to perform the triads, following the notes of the bass line and recording their findings on the sheet. Once pupils have worked the correct notes out they can work in pairs with a keyboard, firstly, to perform the notes of the bass line and then to perform the triads in the treble range while their partner plays the bass line. Circulate ensuring that all pupils understand the construction of the triads of C, F and G major as given on Starter/Plenary 4 and that pupils can perform both the bass line and triads. Side 2 contains work on 7th chords and a walking bass line which can be given to GAT pupils (see GAT below) (10 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>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	<p>1. Performing a Twelve-Bar Blues Bass Line with Triads – Starter/Plenary 4 Link the starter to the development of the lesson by explaining that the CHORD PROGRSSION pupils have been working with in the starter activity, is called the TWELVE BAR BLUES which was commonly used in Rock ‘n’ Roll music as a bass line. First, perform the bass line as a class performance, holding each of the notes for a count of 4. (GAT can perform the walking bass line version given on side 2 of Starter/Plenary 4) Next, perform the triads, again holding each for a count of 4. (GAT can perform the seventh chords along with the rest of the class) Then, ask pupils to decide which of the pair is going to perform the bass line and which is going to attempt the triads and perform as a class. (GAT can perform seventh chords with walking bass line along with the rest of the class) (10 mins)</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>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);">Core Main Activities Continued</p>	<p>2. Introducing “Rock Around the Clock” –Video 2 & Audio 2 & Song Sheet 3 & Score 4 & MIDI 14 Explain to pupils that they are going to be working towards a class performance of “Rock Around the Clock” which they encountered in lesson 2 when the class sang the vocal introduction in 3-part harmony using triads. Begin by either watching Video 2 or listening to Audio 2 to familiarise pupils with the song. Next, issue Song Sheet 3 and encourage pupils to sing along to Audio 2, alternatively, use MIDI 14 which contains a karaoke version of “Rock Around the Clock” (you’ll need Quick Time Player® to use this!). Working with pupils, listen again to the song and make a list on the board of the STRUCTURE of the song: Introduction, Verse 1, Verse 2, Instrumental Improvisation, Verse 3, Verse 4, Shuwaddy, Verse 5, Coda. Next, group pupils and issue parts contained on Score 4 – Easy Bass Line & Easy Chords Part (SEN); Bass line parts (labelled and unlabelled); Percussion; Riff; Stab and Vocal Parts. Allow each group to firstly learn their part and then perform with other members of their group. (35 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>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>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>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Plenary</p>	<p>Rock Around the Clock – MIDI 13 Invite each group of pupils performing a particular “part” to perform their part to the rest of the class. Invite feedback from the class:</p> <ul style="list-style-type: none"> • <i>What can the group do to improve their performance?</i> • <i>How well would this part “fit” with other parts?</i> • <i>Have the group chosen suitable timbres and keyboard voices to achieve a Rock ‘n’ Roll sound?</i> <p>Finally, play pupils MIDI 13 which contains a version of all parts together and explain that pupils will be attempting to put together a performance like this during the next lesson (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>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>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</p>		<p>EAL/SEN/GAT (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. (GAT) Higher ability pupils can be given side 2 of Starter/Plenary 4 and be asked to work out the formation of seventh chords and learn the walking bass line. (GAT) Higher ability pupils can be encouraged to perform parts of “Rock Around the Clock” on their own instruments (SEN) Lower ability pupils can be given the Easy Bass Line or Easy Chords Part based on Triads from Score 4 during the performance activity.</p>
<p>LANGUAGE FOR LEARNING - spell/use/understand Bass Line, Chord, Chord Progression, Coda, Instrumental Improvisation, Shuwaddy, Triad, Twelve-bar Blues, Verse</p>		<p>HOMEWORK SUGGESTIONS Pupils could be asked to rehearse their parts for a class performance during the next lesson. Pupils could be asked to complete Cover/Homework 2 to revise their understanding of triads</p>
<p>LESSON RESOURCES - Hardware/software/DVD/projection equipment capable of playing .mpg videos; keyboards; untuned percussion Y9U3S4 – Revising Triads/Revising Sevenths Y9U3VID2 – Rock Around the Clock Y9U3A2 – Rock Around the Clock Y9U3SS3 – Rock Around the Clock Y9U4S4 – Rock Around the Clock Y9U3MIDI 13 – Rock Around the Clock Y9U3MIDI14 – Rock Around the Clock Y9U3CH2 – Triads Crossword</p>		