

LEARNING OBJECTIVES	LEARNING OUTCOMES
<p>(Pupils should know/understand/be able to do/be aware of by the end of the lesson)</p> <ul style="list-style-type: none"> Learn about chords and triads Sing and perform the chords and triads of C, F and G in harmony Perform triads along with a Rock ‘n’ Roll bass line 	<p>(The evidence to show that pupils have achieved the learning objectives)</p> <p>Level 4 (working towards) All Pupils : Sing melodic parts with support as part of a group with awareness of harmony Understand a triad has three notes and is a type of chord Perform a pattern of triads with support along with a bass line</p> <p>Level 5 (working at) Most Pupils Sing melodic parts as part of a small group with awareness of others and the harmonic effect between parts to create harmony Understand the pattern of constructing triads as a type of chord Perform a pattern of triads along with a bass line to a variety of keyboard backing rhythms keeping time and accuracy of pitch</p> <p>Level 6/7 (working beyond/GAT) Some Pupils : Take on solo vocal lines when singing maintaining own independent melodic line with accuracy of diction and phrasing Construct and distinguish between major and minor triads Create stylistic and effective melodic improvisations</p>

LESSON STRUCTURE

		NC KS3 POS
Starter Activity	<p>Introducing Chords & Triads – Video 2 & Audio 2 & Starter/Plenary 2 & Audio 4 & MIDI 11</p> <p>Introduce the lesson by playing pupils Video 2 (or Audio 2), a performance of “Rock Around the Clock” by Bill Haley and the Comets. Some pupils will recognise the song and briefly discuss the features of Rock ‘n’ Roll covered during lesson 1 to refresh learning. Explain to pupils that they will be using this song as part of a class performance in coming lessons before they compose their own Rock ‘n’ Roll songs, but first, distribute Starter/Plenary 2 and explain to pupils that this is the introduction to “Rock Around the Clock” which is based on the chord of C major. Divide the class into three groups – high, medium and low voices. Begin with the low voices who start on the note C, then try adding the medium voices beginning on the note E and finally the high voices beginning on note G – forming the chord or triad of C major. Audio 4 and MIDI 11 can be used to support learning. Explain that by singing in “parts” in different lines they create HARMONY. What happens when all three parts reach “we’re gonna rock around the clock tonight” – <i>How does this differ from the opening?</i> Explain that this is sung in UNISON – all parts singing the same note. Perform again swapping parts between groups so that each group has experience in singing the low, medium and high voice parts. (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>
Core Main Activities	<p>1. Learning About Chords & Triads – Worksheet 2</p> <p>Link the starter to the development of the lesson by explaining that pupils have just sung what is called a CHORD to create HARMONY. Read through the text at the top of Worksheet 2 to explain how the TRIAD of C MAJOR is formed. Play this on a piano or keyboard so pupils can hear the sound of the triad and understand the play one – miss one- play one – miss one- play one pattern of constructing triads. Allow pupils to attempt as much of Worksheet 2 as time or ability allows. (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>

Core Main Activities Continued	<p>2. Adding Chords to Rock ‘n’ Roll Bass Lines – Score 3 & MIDI 12 Refer pupils to Score 3 which shows the Rock ‘n’ Roll bass line which they learned to play during lesson 1. Perform this to pupils and explain that working in pairs, they are going to work out the TRIADS needed to accompany this bass line the perform these together with the bass line – as modelled on MIDI 12. Allow pupils time to work out the triads, recording their ideas on Score 3, then performing them first by themselves and then with the other player performing the bass line (at a lower pitch). Ask pupils to swap so that each pupil can perform both the triad and bass line parts. Pupils go on to explore the rhythms on their keyboard performing the triad and bass line to a selected rhythm. The walking bass line is given for pupils who have completed this task (see GAT). Invite selected pairs of pupils to perform their triads and bass lines to the rest of the class. (20 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>3. Adding Melodic Improvisations to Rock ‘n’ Roll Bass Lines - Score 3 & MIDI 12 Prepare a melodic tuned percussion instrument at the front of the class with only the notes of the Blues Scale available (C, Eb, F, F#, G, Bb, c). Explain to pupils that you are going to invite someone to come out and perform a MELODIC IMPROVISATION on the instrument while a selected pair performs their triads and bass line. Ensure that the balance between the melodic improvisation and the triad and bass line accompaniment are suitable. Discuss effective (and less effective) improvisations. (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>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>Learning further parts of a Rock ‘n’ Roll Song – Song Sheet 1 & MIDI 1 & MIDI 2 Issue Song Sheet 1 and revise Part 1 of “Rock ‘n’ Roll Around” using MIDI 1 to support learning. Explain that, as in the starter activity, pupils are going to divide into 3 groups and sing in HARMONY. Teach groups 2 and 3 the parts given using MIDI 1 to support learning before performing all three parts together (given on MIDI 2). (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>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT Numeracy – “Tri” = 3 – triangle; tripod; the clock</p>		<p>EAL/SEN/GAT (SEN) Lower ability pupils may only be able to understand the construction of triads using the play one- miss one – play one – miss one- play one rule without further work on major and minor triads (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 (some keyboard may have an additional note to press for Am e.g. A+G# to create the minor chord) (GAT) Higher ability pupils can attempt to perform the triads and bass line together using two hands or pupils who play the guitar can perform the chords on their instrument.</p>
<p>LANGUAGE FOR LEARNING - spell/use/understand Chord, Fifth, Harmony, Improvisation, Major, Minor, Rhythm, Root, Tempo, Third, Triad, Unison</p>		<p>HOMEWORK SUGGESTIONS Pupils could be asked to complete Cover/Homework 1 which reinforces their knowledge and understanding of Rock ‘n’ Roll</p>
<p>LESSON RESOURCES - Hardware/software/DVD/projection equipment capable of playing videos from Musical Contexts You Tube @ Channel</p>		

<u>Y9U3VID2 – Rock Around the Clock</u>	<u>Y9U3A2 – Rock Around the Clock</u>	<u>Y9U3A4 – Rock Around the Clock (intro)</u>
<u>Y9U3SP2 – Rock Around the Clock Staggered Triad Warm-up</u>	<u>Y9U3S3 – Chords into Bass Lines</u>	<u>Y9U3MIDI11 –Rock Around the Clock (intro)</u>
<u>Y9U3W2 – Introducing Chords & Triads</u>	<u>Y9U3SS1 – Rock ‘n’ Roll Around</u>	<u>Y9U3MIDI1 – Rock ‘n’ Roll Around Part 1</u>
<u>Y9U3MIDI12 – Triads & Triads and Bass Line</u>	<u>Y9U3CH1 – Rock ‘n’ Roll</u>	
<u>Y9U3MIDI2 – Rock ‘n’ Roll Around (all parts)</u>		