

<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>Perform an arrangement of a Popular Song as part of a group with an awareness of structure and textural layers</li> <li>Evaluate own and others arrangements of a Popular Song and explore how other artists and groups have created their own arrangement of the same song</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>                  Take part in a group arrangement of a popular song singing the melody line and performing the bass line textural layers                  Evaluate own and other's work and identify some basic musical differences when listening to other arrangements of the same song</p> <p><b>Level 5 (working at) Most Pupils</b>                  Take a more active role in a group arrangement of a popular song performing the chords or percussion rhythms as textural layers.                  Evaluate own and other's work identifying textural layers and structure in other's arrangements and comparing and contrasting other arrangements of the same popular song</p> <p><b>Level 6/7 (working beyond/GAT) Some Pupils :</b>                  Take on a leading role in a group performance performing the "bridge" or counter-melody parts as textural layers with an awareness of how different textural layers add their own unique contribution to the overall effect.</p>
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**LESSON STRUCTURE**

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<b>Starter Activity</b>	<p><b>Listening to "Stand by Me" – <a href="#">Worksheet 3</a> &amp; <a href="#">Audio 3</a></b>                      Begin the lesson by distributing <a href="#">Worksheet 3</a> and explain to pupils that they are going to briefly revise the Popular Song "Stand by Me", before continuing their own group arrangements of the song. Play <a href="#">Audio 3</a> and ask pupils to complete question 1 to 9 only (the final question will be covered in the plenary when they compare 3 different arrangements of "Stand by Me" with the original Ben E King version). Discuss answers as a class or keep until the final question has been attempted for formative assessment                      (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>
<b>Core Main Activities</b>	<p><b>1. Creating a group arrangement of "Stand by Me" – <a href="#">Score 1</a> &amp; <a href="#">MIDI 5</a> &amp; <a href="#">MIDI 6</a> &amp; <a href="#">MIDI 7</a> &amp; <a href="#">MIDI 8</a> &amp; <a href="#">MIDI 9</a> &amp; <a href="#">MIDI 10</a> &amp; <a href="#">MIDI 11</a> &amp; <a href="#">Worksheet 4</a></b>                      Link the starter to the development of the lesson by explaining that pupils are going to work in the same groups as they did in lesson 2, to revise, refine, rehearse and perform their own arrangement of "Stand by Me". Equip each pupil with a copy of <a href="#">Score 1</a> and revise the challenge: <b>pupils are to create their own arrangement of "Stand by Me" allocating roles, textural layers, instruments and parts within their group as they decide.</b> The number of parts used (although the melody (sung or performed) and bass line should be the absolute minimum!), the decision as to which parts to use when and the structure of the song is dependent upon ability and differentiation accordingly. Accompanying MIDI files can be used to model and support learning: <a href="#">MIDI 8</a> models the percussion rhythms (looped) <a href="#">MIDI 9</a> models the bass line, chords and percussion rhythms together, <a href="#">MIDI 10</a> models the "bridge" melody <a href="#">MIDI 11</a> models the counter-melody. Allow each group suitable time to allocate roles, parts and instruments and to rehearse their arrangement of "Stand by Me". When groups are ready to perform, distribute <a href="#">Worksheet 4</a> and ask pupils to identify the different textural layers each group included and the overall <b>FORM/STRUCTURE</b> of their arrangement. Finally, ask pupils to complete the bottom of <a href="#">Worksheet 4</a> as a self-assessment of their own groups' arrangement                      (40 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>

<b>Plenary</b>	<p><b>Listening to other arrangements of “Stand by Me” - <a href="#">Worksheet 3</a> &amp; <a href="#">Audio 4</a></b>                  Finally, return to <a href="#">Worksheet 3</a> and direct pupils to question 10 where they will hear 3 other arrangements of the song “Stand by Me” by the Fugees, the Beatles and DJ Dave – given on <a href="#">Audio 4</a>. Encourage pupils to think of two <b>MUSICAL</b> ways each of the arrangements heard differs from that of the original. (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>
<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 of suitable music software is available, parts from “Stand by Me” could be recorded onto this to allow less able pupils to attempt to perform other parts along to.</p>		<p><b>EAL/SEN/GAT</b>  <b>(GAT)</b> Higher ability pupils can be encouraged to perform melodic parts from “Stand by Me” on their own instruments such as the “bridge” melody and counter melody. If there is a drummer in the class, they can be encouraged to first learn and then teach to other pupils the correct playing techniques used to perform the percussion rhythms given on <a href="#">Score 1</a>. Higher ability pupils (pianists and keyboard players) may be able to perform the chord parts using two hands.  <b>(SEN)</b> Lower ability pupils could work in pairs to perform the chord parts from “Stand by Me” since there is considerable distance in the chord spacing – particularly in the left hand part.</p>
<p><b>LANGUAGE FOR LEARNING</b> - spell/use/understand                  Arrangement, Bass Line, Bridge, Chords, Chorus, Coda, Counter-Melody, Form, Harmony, Intro, Link, Lyrics, Melody, Middle 8, Outro, Songsheet, Structure, Verse</p>		<p><b>HOMEWORK SUGGESTIONS</b>                  Pupils could be asked to complete <a href="#">Cover/Homework 5</a> revising some different types of popular music. Alternatively, if time is short during the lesson, pupils can be asked to complete the self-assessment part of <a href="#">Worksheet 4</a> as a homework task.</p>
<p><b>LESSON RESOURCES</b> – keyboards or tuned percussion instruments  <a href="#">Y9U5A3 – “Stand by Me” – Ben E King</a>  <a href="#">Y9U5MIDI5 – “Stand by Me” – Bass Line</a>  <a href="#">Y9U5MIDI7 – “Stand by Me” – Bass Line &amp; chords together</a>  <a href="#">Y9U5MIDI9 – “Stand by Me” – Bass Line, Chords &amp; Perc</a>  <a href="#">Y9U5MIDI11 – “Stand by Me” – counter-melody</a>  <a href="#">Y9U5W4 – Stand by Me Evaluation Sheet</a>  <a href="#">Y9U5CH5 – Popular Song Word Search</a></p>		