

<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 and take part in a class performance of a Rock ‘n’ Roll song</li> <li>Evaluate own role within class performance of a Rock ‘n’ Roll song</li> <li>Sing in harmony as part of the class</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>                  Perform simple parts of “Rock Around the Clock” as part of a class performance                  Evaluate own role within a class performance with awareness of which parts have been sung and/or performed                  Sing a Rock ‘n’ Roll song in harmony as part of the class</p> <p><b>Level 5 (working at) Most Pupils</b>                  Perform more complex parts of “Rock Around the Clock” with awareness of how own parts fits with others towards a class performance                  Identify areas for improvement and make suggestions as to how a performance could be improved</p> <p><b>Level 6/7 (working beyond/GAT) Some Pupils :</b>                  Take on a leading role towards a class performance of “Rock Around the Clock” with awareness of how each part fits together                  Maintain own vocal line/part when singing in harmony as part of the class</p>
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**LESSON STRUCTURE**

		<b>NC KS3 POS</b>
<b>Starter Activity</b>	<p><b>Working towards a Class Performance – <a href="#">Starter/Plenary 3</a> &amp; <a href="#">MIDI 13</a> &amp; <a href="#">Song Sheet 3</a> &amp; <a href="#">Audio 2</a> &amp; <a href="#">MIDI 14</a></b>                      Prior to the lesson, copy, enlarge and display <a href="#">Starter/Plenary 3</a> which contains a performance plan for “Rock Around the Clock”. Listen to <a href="#">MIDI 13</a> and follow the performance plan making sure pupils are aware of which parts perform in which section of the piece. Draw attention to the “drop out” at the beginning of Verse 5. Next, sing through the song with pupils as a class to remind them of the overall structure using <a href="#">Song Sheet 3</a> and <a href="#">Audio 2</a>, alternatively, use <a href="#">MIDI 14</a> which contains a karaoke version of “Rock Around the Clock” (you’ll need Quick Time Player® to use this!).</p> <p style="text-align: right;">(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>
<b>Core Main Activities</b>	<p><b>1. Performing “Rock Around the Clock” – <a href="#">Score 4</a> &amp; <a href="#">MIDI 14</a></b>                      Assemble pupils in the same groups as they rehearsed in during lesson 3, together with appropriate instruments and a copy of the part they are playing from <a href="#">Score 4</a> – Easy Bass Line &amp; Easy Chords Part (SEN); Bass line parts (labelled and unlabelled); Percussion; Riff; Stab. Vocal Parts can use <a href="#">MIDI 14</a> to rehearse along with, paying attention to the 3-part harmony in the introduction and the “Shuwaddy” section. Allow each group to rehearse together before bringing the class together towards a complete class performance which can be recorded.</p> <p style="text-align: right;">(40 mins)</p> <p><b>2. Evaluating “Rock Around the Clock” Class Performance – <a href="#">Worksheet 3</a></b>                      Listen to a recording of the class performance of “Rock Around the Clock” and issue <a href="#">Worksheet 3</a> allowing pupils to evaluate their own contribution towards the ensemble.</p> <p style="text-align: right;">(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>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>
<b>Plenary</b>	<p><b>Singing in Harmony – “One More Song” – <a href="#">Song Sheet 2</a> &amp; <a href="#">Score 1</a> &amp; <a href="#">MIDI 3</a> &amp; <a href="#">MIDI 4</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></b>                      Teach pupils “One More Song” using the resources above to support learning and reinforce the concept of singing in harmony using chords.</p> <p style="text-align: right;">(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><b>CROSS CURRICULAR</b> - LITERACY/ NUMERACY/CITIZENSHIP/ICT                      Numeracy – “Tri” = 3 – triangle; tripod; the clock</p>		<p><b>EAL/SEN/GAT</b>                      (SEN) Pupils who are struggling to play the triads with three</p>

<p><b>Literacy</b> – Shuwaddy - use of nonsense syllables strung together to form a melodic line  <b>History</b> – Social, Political and Economic-related events of the 1950's  <b>Textiles</b> – Fashions in the 1950's</p>	<p>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.  <b>(GAT)</b> Higher ability pupils can be encouraged to perform parts of “Rock Around the Clock” on their own instruments  <b>(SEN)</b> Lower ability pupils can be given the Easy Bass Line or Easy Chords Part based on Triads from <a href="#">Score 4</a> during the performance activity.  <b>(GAT)</b> Higher ability pupils may be able to sing solo lines or maintain their own part when singing “One More Song”</p>		
<p><b>LANGUAGE FOR LEARNING</b> - spell/use/understand  Bass Line, Chord, Chord Progression, Coda, Instrumental Improvisation, Shuwaddy, Triad, Twelve-bar Blues, Verse</p>	<p><b>HOMEWORK SUGGESTIONS</b>  If time is short during the lesson, pupils can be asked to complete <a href="#">Worksheet 3</a> as a homework task</p>		
<p><b>LESSON RESOURCES</b> – recording and playback equipment; keyboards; untuned percussion</p> <table border="0"> <tr> <td data-bbox="150 555 794 741"> <p><a href="#">Y9U3SP3 – Rock Around the Clock Performance Plan</a>  <a href="#">Y9U3SS3 – Rock Around the Clock</a>  <a href="#">Y9U3MIDI 13 – Rock Around the Clock</a>  <a href="#">Y9U3W3 – Rock Around the Clock Self Evaluation Sheet</a>  <a href="#">Y9U3S1 – One More Song (Piano Accompaniment)</a>  <a href="#">Y9U3MIDI4 – One More Song Part 2</a>  <a href="#">Y9U3MIDI6 – One More Song Part 4</a>  <a href="#">Y9U3MIDI8 – One More Song Piano Accompaniment</a></p> </td> <td data-bbox="801 555 1457 741"> <p><a href="#">Y9U3A2 – Rock Around the Clock</a>  <a href="#">Y9U4S4 – Rock Around the Clock</a>  <a href="#">Y9U3MIDI14 – Rock Around the Clock</a>  <a href="#">Y9U3SS2 – One More Song</a>  <a href="#">Y9U3MIDI3 – One More Song Part 1</a>  <a href="#">Y9U3MIDI5 – One More Song Part 3</a>  <a href="#">Y9U3MIDI7 – One More Song Parts 1-4 together</a></p> </td> </tr> </table>		<p><a href="#">Y9U3SP3 – Rock Around the Clock Performance Plan</a>  <a href="#">Y9U3SS3 – Rock Around the Clock</a>  <a href="#">Y9U3MIDI 13 – Rock Around the Clock</a>  <a href="#">Y9U3W3 – Rock Around the Clock Self Evaluation Sheet</a>  <a href="#">Y9U3S1 – One More Song (Piano Accompaniment)</a>  <a href="#">Y9U3MIDI4 – One More Song Part 2</a>  <a href="#">Y9U3MIDI6 – One More Song Part 4</a>  <a href="#">Y9U3MIDI8 – One More Song Piano Accompaniment</a></p>	<p><a href="#">Y9U3A2 – Rock Around the Clock</a>  <a href="#">Y9U4S4 – Rock Around the Clock</a>  <a href="#">Y9U3MIDI14 – Rock Around the Clock</a>  <a href="#">Y9U3SS2 – One More Song</a>  <a href="#">Y9U3MIDI3 – One More Song Part 1</a>  <a href="#">Y9U3MIDI5 – One More Song Part 3</a>  <a href="#">Y9U3MIDI7 – One More Song Parts 1-4 together</a></p>
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