 LEARNING OBJECTIVES (Pupils should know/understand/be able to do/be aware of by the end of the lesson) Learn about when and how Rock 'n' Roll music emerged Learn about some of the key musical features that make up Rock 'n' Roll music Learn about Bass Lines used in Rock 'n' Roll 	LEARNING OUTCOMES (The evidence to show that pupils have achieved the learning objectives) Level 4 (working towards) All Pupils : Aurally discriminate between Rock 'n' Roll music and music in other types and genres Understand that Rock 'n' Roll emerged in the 1950's with musicians such as Elvis Presley Perform a simple Rock 'n' Roll repeating bass line Level 5 (working at) Most Pupils Understand the emergence and origins of Rock 'n' Roll and how it was influenced from other types and styles of music Identify some musical features relating to instrumentation and singing voices when listening to a variety of Rock 'n' Roll music Perform a more complex walking Rock 'n' Roll repeating bass line Level 6/7 (working beyond/GAT) Some Pupils : Correctly identify musical features relating to instrumentation and singing there were interesting to Bast work Parliemed
	Correctly identify musical features relating to instrumentation and singing styles when listening to a variety of Rock 'n' Roll music Perform two Rock 'n' Roll bass lines with good stylistic awareness

LESSON STRUCTURE NC KS3 POS		
Starter Activity	 Introducing Rock 'n' Roll –<u>Video 1</u> To introduce the unit, play pupils Video 1 – Introduction to Rock 'n' Roll. After pupils have watched the video, discuss what characteristics they heard in the music, discuss features of Rock 'n' Roll using the following prompts and questions to lead the discussion Rock 'n' Roll developed during the 1950's. Rock 'n' Roll combined characteristics of a variety of musical styles from around the world including the blues, gospel, swing, boogie-woogie, country and western and rhythm and blues. The upbeat, exciting and rhythmic style of rock and roll developed from the optimism following World War II. Young people were looking for new and exciting ways to express themselves and they found this in Rock 'n' Roll. This style of music can be characterised by its strong rhythms and electric timbre. Not everyone found this new style of music exciting. In fact, many of the older generation disliked the suggestive dancing and the loud, fast beat of the music 1. In which decade did Rock 'n' Roll begin? 2. What factors led to the emergence of Rock 'n' Roll? 3. Was Rock 'n' Roll music enjoyed by everybody? 4. Name three characteristics of Rock 'n' Roll. (10 mins) 	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 Listen with increasing discrimination to a wide range of music from great composers and musicians Develop a deepening understanding of the music that they perform and to which they listen, and its history
Core Main Activities	1. Learning About and Listening to Rock 'n' Roll – Worksheet 1 & Audio 1 Link the starter to the development of the lesson by issuing and reading through side 1 of Worksheet 1. Next, play audio 1 using side 2 of Worksheet 1 to identify musical features relating to instrumentation, singing styles and features in three pieces of Rock 'n' Roll music (15 mins) Continued	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 Listen with increasing discrimination to a wide range of music from great composers and musicians Develop a deepening understanding of the music that they perform and to which they listen, and its history

2. Performing Rock 'n' Roll Bass Lines – <u>Score 2</u> & <u>MIDI 9</u> & <u>MIDI 10</u> Arrange class into pairs with a keyboard between each pair. Demonstrate the first	
 bass line on Score 2 (using MIDI 9) encouraging pupils to follow the guidance on the score selecting an appropriate timbre and pitch, playing with their left hand and noticing the repeat mark at the end of the line. Invite pairs to perform their bass line to the rest of the class and then perform with everyone playing together repeating to bass line a number of agreed times. Next, demonstrate how the second bass line on Score 2 (MIDI 10) is a variation of first with passing notes added between. Allow pupils time to practice this and agai invite pairs to perform their walking bass lines to the rest of the class performing finally with the whole class playing together. (20 m 3. Learning to Sing a Rock 'n' Roll Song – Song Sheet 1 & MIDI 1 Issue Song Sheet 1 and teach pupils Part 1 of "Rock 'n' Roll Around" using MIDI 1 support learning. Other parts of the song can be added if time allows. 	 instruments musically, fluently and with accuracy and expression Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions 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
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