

<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"> 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 	<p>LEARNING OUTCOMES <i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>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</p> <p>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</p> <p>Level 6/7 (working beyond/GAT) Some Pupils : 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</p>
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LESSON STRUCTURE

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Starter Activity	<p>Introducing Rock ‘n’ Roll –Video 1 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</p> <ul style="list-style-type: none"> 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 <p>1. <i>In which decade did Rock ‘n’ Roll begin?</i> 2. <i>What factors led to the emergence of Rock ‘n’ Roll?</i> 3. <i>Was Rock ‘n’ Roll music enjoyed by everybody?</i> 4. <i>Name three characteristics of Rock ‘n’ Roll.</i> (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 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)</p> <p style="text-align: right;"><i>Continued...</i></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>

