

<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 hooks and riffs and how these have been used in popular songs Listen to and perform a number of hooks and riffs used in popular songs 	<p>LEARNING OUTCOMES <i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 4 (working towards) All Pupils : Understand that a hook or a riff is the “catchy” and “most memorable” part of a popular song Identify some riffs and hooks when listening and perform simple riffs and hooks from popular songs</p> <p>Level 5 (working at) Most Pupils Understand that a hook or a riff may be lyrical, rhythmic, melodic or a combination of these Identify most riffs and hooks when listening and perform most riffs and hooks from popular songs</p> <p>Level 6/7 (working beyond/GAT) Some Pupils : Understand how a hook or a riff is a key feature of a popular song and determines its popularity, memorability and how this is taken from a certain section of a popular song – often the chorus Identify all riffs and hooks when listening and perform all parts of riffs and hooks from popular songs with accuracy of pitch and rhythm</p>
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LESSON STRUCTURE

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Starter Activity	<p>Listening to Riffs & Hooks Card Sort – Starter/Plenary 4 & Audio 11 & Audio 12 Prior to the lesson, copy, cut up and put into envelopes the cards on Starter/Plenary 4 and issue one pack per group as pupils enter the classroom. Next, play Audio 11 which contains 7 short extracts of music which features riffs. As pupils listen ask them to pick out any suitable cards which describe features in the music that they can hear. Possible answers include: <i>Extract 1 – Independent Woman (Destiny’s Child) –Riff; Female Vocals;</i> <i>Extract 2 – Latin Girls (Black Eyed Peas) –Riff; Syncopated Rhythm; Male Vocals, Latin Feel</i> <i>Extract 3 – The Lion (Youssou N’Dour) –Riff; African Pop, Male Vocals</i> <i>Extract 4 – Mission Impossible Theme –Riff; Syncopated Rhythm, Brass Instruments</i> <i>Extract 5 – Run It (Chris Brown) –Riff; Male Vocals</i> <i>Extract 6 – Brown Paper Bag (Roni Size) –Riff; Samples</i> <i>Extract 7 - Circle Songs (Bobby McFerrin) –Riff; A Cappella</i></p> <p>Discuss which feature all the extracts had in common – RIFF or a HOOK. Work with the class to come to a definition of the word RIFF or HOOK or the board. Next, explain that a RIFF or a HOOK can be LYRICAL, RHYTHMIC, MELODIC or a combination or some or all of these. Illustrate this by playing Audio 12 showing an example of a LYRICAL HOOK (extract 1 “Umbrella” – Rhianna”); a LYRICAL AND MELODIC HOOK (extract 2 “So What” – Pink) and a RHYTHMIC AND LYRICAL HOOK (extract 3 – “We Will Rock You” – Queen) (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 the Riff/Hook in a Popular Song – “Praise You” by Fatboy Slim – Score 2 & Song Sheet 3 & Audio 10 & MIDI 12 & MIDI 13 Link the starter to the development of the lesson by explaining that pupils are going to explore how a popular song is based around a RIFF. Play the opening of Audio 10, “Praise You” by Fatboy Slim and ask pupils to identify the RIFF – the short repeating melody LOOPED again and again to that it catches in the listeners’ mind. Distribute side 1 of Score 2 which shows how the RIFF in “Praise You” is performed using staff notation. Model this using MIDI 12 before allowing pupils time to work in pairs to practice performing the “Praise You” riff on keyboard, using an appropriate TIMBRE. Explain that this riff uses SYNCOPIATION – a device used widely in popular songs to create an “offbeat” feel. Invite pairs to perform their riffs to the rest of the class or lead a class performance with all pairs performing together – first the bass line, then the chords then both parts together.</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>

<p>Core Main Activities continued</p>	<p>Next distribute Song Sheet 3 which contain the vocal melody to “Praise You” and encourage pupils to sing along to Audio 10 when the vocalist performs, the melody line of “Praise You” is modelled on MIDI 13. Next, distribute side 2 of Score 2 and ask pupils to join pairs to form groups of 4 – two pupils perform the “Praise You” riff, the other two perform the song melody, either singing using Song Sheet 3 or performing the melodic version from side 2 of Score 2. Encourage groups to LOOP their performance resembling the version heard on Audio 10 – sometimes just the riff, sometimes the riff with the melody. Allow groups suitable time to rehearse before inviting groups to perform to the rest of the class. (25 mins)</p> <p>2. Performing Riffs from other Popular Songs – Score 24 & Audio 13 & MIDI 14 & MIDI 15 Distribute Score 24 and explain pupils are now going to learn to perform another two riffs taken from popular songs – “Bitter Sweet Symphony” by The Verve and “Glory Box” by Portishead. Play Audio 13 allowing pupils to identify the riff used in each other songs, following the staff notation. Pupils could be asked to count the number of times each riff is repeated during a second playing of Audio 13 for a more focused listening activity. Next, allow pupils to work in pairs, as they did above to perform the two given riffs from Score 24 which are modelled on MIDI 14 and MIDI 15. (15 mins)</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>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>Plenary</p>	<p>“Praise You” Card Sort – Starter/Plenary 3 & Audio 10 Repeat another card sort activity to end the lesson: prior to the lesson, copy and cut out the cards on Starter/Plenary 3 and put into envelopes. Divide the class into groups of about 4-6 pupils and give each group a set of cards. Write the following question on the board: What are the key features that are used in this popular song? Play Audio 10, “Praise You” by Fatboy Slim and as pupils listen, ask them to place the cards in the centre which are the most important answers to the questions, ones placed around the outside are irrelevant/don’t answer the question. The task is only finished when all of the group agree on where to place each card. Discuss responses and repeat the task with the following question: Describe the musical features that make this piece an effective popular song? (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>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT Literacy – lyrical hooks; repeated phrases/refrain in poetry ICT – if a sequencer or suitable music software is available, then a riff or a hook can be programmed in and LOOPING demonstrated to pupils – a feature used in the construction of many popular songs (NC ref 3f)</p>		<p>EAL/SEN/GAT (GAT) Higher ability pupils may be able to perform some parts of the riffs and hooks explored in this lesson on their own instruments (SEN) Lower ability pupils can perform easier parts to the hooks and riffs – the bass line of “Praise You”, melody line of “Bitter Sweet Symphony” and bass line of “Glory Box” are slightly easier than the other parts.</p>
<p>LANGUAGE FOR LEARNING - spell/use/understand Hook, Loop, Lyrical, Melodic, Ostinato, Rhythmic, Riff, Syncopation, Timbre</p>		<p>HOMEWORK SUGGESTIONS Pupils could be asked to identify the main riffs and hooks in a variety of popular songs which they listen to. They could be asked to give the song title and band/group/artist together with the most memorable hook/riff of the song, a brief description as to why the hook or riff is effective and be encouraged to describe the hook/riff as lyrical, rhythmic, or melodic or a combination of some or all of these. Examples could be played at the beginning of the following lesson.</p>
<p>LESSON RESOURCES – keyboards; Y9U5SP4 – Listening to Riffs and Hooks Card Sort Y9U5A12 – Riffs & Hooks from Popular Songs Y9U5S2 – Performing the Riff and Melody to “Praise You” Y9U5MIDI12 – “Praise You” Riff Y9U5S24 – Riffs and Hooks from Popular Songs Y9U5MIDI14 – “Bitter Sweet Symphony” Riff – The Verve Y9U5SP3- Listening to “Praise You” Card Sort</p>		<p>Y9U5A11 – Listening to Riffs & Hooks Y9U5A10 – “Praise You” – Fatboy Slim Y9U5SS3 – “Praise You” – Fatboy Slim Y9U5MIDI13 – “Praise You” – song melody Y9U5A13 – Riffs and Hooks from Popular Songs Y9U5MIDI15 – “Glory Box” Riff - Portishead</p>

