

<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 how different types of songs are used in many different cultures, times and places Learn how songs can be performed in different styles to create different effects 	<p>LEARNING OUTCOMES <i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 4 (working towards) All Pupils : Will be able to identify songs from different times and places. Will be able to identify different musical features in different arrangements of a popular song</p> <p>Level 5 (working at) Most Pupils Compare and contrast musical changes that occur in two or more arrangements of the same song Perform a song, as part of a group, in its original style with one or two arrangements</p> <p>Level 6/7 (working beyond/GAT) Some Pupils : Perform a song, as part of a group, in its original style with three different arrangements showing awareness of manipulation of musical features</p>
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LESSON STRUCTURE

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Starter Activity	<p>“SONG” Brainstorm To begin the lesson and to introduce the unit , provide pupils with a sheet of A4 paper (and coloured pens) and ask them to work either individually or in pairs to produce a brainstorm/mind map on the word “SONG”. Encourage them to think of as many different types and styles of songs that they know, or may have sung from Key Stage 3 and from their own musical listening – different genres, styles and from different places and cultures. Share responses on a class brainstorm at the front of the class, allowing pupils to add any additional ideas to their own diagrams. Discuss how song is a universal genre used in all cultures, times and places. (10 mins)</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. Listening to different Types and Styles of Songs – Worksheet 1 & Audio 1 Link the starter to the development of the lesson by explaining that pupils will now listen to ten short extracts from a range of songs in different types and styles. Distribute Worksheet 1 and briefly read through the ten different types and styles of songs given on the bottom of the sheet – clarifying any unfamiliar musical vocabulary. Next, play Audio 1 which contains ten linked extracts. As pupils listen, ask them to identify which of the styles given most closely matches each extract. Each of the types/styles can only be used once. Discuss answers as a class (1. Reggae; 2. 80’s Pop; 3. Indie; 4. Rock ‘n’ Roll; 5. 60’s Pop; 6. Punk Rock; 7. Ballad; 8. Dance Remix; 9. Hymn; 10. Folk Song) replaying Audio 1 if desired. (10 mins)</p> <p>2. Making Arrangements – Worksheet 2 & Audio 2 Distribute Worksheet 2 and explain that pupils are now going to listen to the same song three times – but in different musical ARRANGEMENTS (pupils may be more familiar with the term “cover version”). Play Audio 2, featuring versions of the song “I Can’t Help Falling in Love with You” by Elvis Presley, Lick the Tins and UB40. As pupils listen, ask them to identify some of the musical features heard in each of the three different arrangements - some may be common to more than one arrangement! Next, allow pupils a few moments to use the musical features they have identified to write brief sentences about how the Lick the Tins and UB40 arrangements differ from the ORIGINAL by Elvis Presley. (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> <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>Core Main Activities Continued</p>	<p>3. Creating an Arrangement/Cover Version of part of a well-known Song Now that pupils are familiar with the term ARRANGEMENT, ask them to work in groups of about 4-5 and choose PART of a song that they can all perform – either singing or performing on an instrument – even a nursery rhyme will do! Some teachers may want to provide resources from any of the songs which pupils have learned from Key Stage 3 for this task, or to leave the choice of song solely up to pupils to decide upon. First, the group performs the song in its ORIGINAL version i.e. how it’s known to most people upon its first presentation or recording. Next, ask them to think about making three different musical ARRANGEMENTS of the song. They must decide on three different styles/genres that they are going to perform their song in (refer back to starter activity and listening activity above – rap works well or pupils could experiment with performing their song as a round/canon). Allow each group to rehearse their arrangements before performing them to the rest of the class, first the original, then the arrangements, who can be asked to identify how the groups’ ARRANGEMENTS differed from the ORIGINAL version. (22 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>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>Using the board, ask the class to come to a definition of the term ARRANGEMENT (COVER VERSION). (3 mins)</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 – Lyrics of different types of songs often relay a certain message, sometimes political e.g. protest songs</p>		<p>EAL/SEN/GAT (GAT) Higher ability pupils could produce a number of arrangements of their chosen song, using their own instruments if appropriate (SEN) Lower ability pupils could produce a smaller number, perhaps even just one arrangement of their chosen song.</p>
<p>LANGUAGE FOR LEARNING - spell/use/understand Arrangement, Cover Version, Genre, Original, Singing, Song, Style</p>		<p>HOMEWORK SUGGESTIONS Pupils could be asked to research cover versions or arrangements of songs which they now bringing in examples of the “original” and any arrangements they have sourced for the next lesson</p>
<p>LESSON RESOURCES – A4 paper (coloured pens) – starter activity; selection of instruments (if using in the arrangement activity) – otherwise restrict this task to vocal/singing only Y9U5W1 – Listening to different Types and Styles of Songs Y9U5W2 – Making Arrangements</p> <p>Y9U5A1 – Different Types and Styles of Songs (10 extracts) Y9U5A2 – I Can’t Help Falling in Love with You(3 arrangements)</p>		