

<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>Learn about the structure and textural layers of Popular Songs</li> <li>Perform a Popular Song as part of a group with an awareness of structure and textural layers</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>                  Understand the importance of form and structure in a Popular Song                  Sing the melody line and perform the bass line textural layers of a Popular Song</p> <p><b>Level 5 (working at) Most Pupils</b>                  Recognise and understand the structure of a Popular Song                  Perform the chords or percussion rhythms as textural layers of a Popular Song</p> <p><b>Level 6/7 (working beyond/GAT) Some Pupils :</b>                  Use correct musical vocabulary to correctly sequence the structure of a Popular Song – verse, chorus, intro, middle 8, bridge, coda                  Perform the “bridge” or counter-melody parts as textural layers of a Popular Song with an awareness of how different textural layers add their own unique contribution to the overall effect.</p>
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**LESSON STRUCTURE**

		NC KS3 POS
<b>Starter Activity</b>	<p><b>Identifying Structure in a Popular Song – “Stand by Me” – <a href="#">Starter/Plenary 1 &amp; Audio 3</a> (&amp; <a href="#">Video 2</a>)</b></p> <p>Prior to the lesson, copy, cut up and put into envelopes the “song structure” cards given on <a href="#">Starter/Plenary 1</a>. Distribute a set of cards to each pair/group of pupils as they enter the classroom. First, ask pupils to clarify what the words relate to – different parts of a song – the <b>FORM</b> or <b>STRUCTURAL COMPONENTS</b>. Revise the definitions of any words pupils may be unfamiliar with, or need reminding of. Next, explain the task: pupils will hear a complete popular song “Stand by Me” performed by Ben E King. As pupils listen, they are to sequence the cards – left to right – to show the structural order of the song. They may use as many or as few of the cards as they see appropriate. Play <a href="#">Audio 3</a> and begin the sequencing activity. Discuss responses as a class (<i>Introduction – Verse 1 – Verse 2 – Chorus – Verse 3 – Verse 4 – Chorus – Bridge/Middle 8 – Chorus – Coda</i>) Explain to pupils that the structure of “Stand by Me” is typical of many popular songs. <a href="#">Video 2</a> could be played here as a short illustration of song structure. (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>
<b>Core Main Activities</b>	<p><b>1. Learning about Textural Layers in “Stand by Me” – <a href="#">Score 1 &amp; Audio 3 &amp; MIDI 5 &amp; MIDI 6 &amp; MIDI 7</a></b></p> <p>Link the starter to the development of the lesson by distributing <a href="#">Score 1</a> and asking pupils what they can see about the different parts given. Explain that the <b>STRUCTURE</b> of a popular song can be thought of as a horizontal line, running from left to right, referring to the sequencing of cards from the starter activity. Another aspect of a popular song is the <b>TEXTURAL LAYERS</b> which can be thought of in a vertical manner (a diagram on the board may help to reinforce this concept). <a href="#">Score 1</a> is what we call a <b>SONGSHEET</b>. It gives the different textural layers which make up the popular song “Stand by Me” – lyrics and melody line, bass line, chords, percussion rhythms, “bridge” melody and a “counter melody”. Many popular songs are recorded and notated in this format so that musicians can use the material given to create their own <b>ARRANGEMENT</b> (refer back to lesson 1 where pupils create their own arrangements of their chosen songs). Play <a href="#">Audio 3</a> encouraging pupils to sing along with the melody until secure, using the lyrics given on <a href="#">Score 1</a>. Next, demonstrate the <b>BASS LINE</b>, explaining that it is the most important part of the “harmony” of the song as the other layers “fit” with the bass line – this is modelled on <a href="#">MIDI 5</a> – and that the bass line repeats over and over again – like an <b>OSTINATO</b> (more about loops, hooks and riffs in lesson 4!) Ask pupils to work in pairs at a keyboard, or tuned percussion instrument to rehearse the bass line part to “Stand by Me” before performing as a class, repeating (or looping!) this an agreed number of times. Next, demonstrate the chords part – modelled on <a href="#">MIDI 6</a> – explaining how the chords are taken from the bass line harmonies and “fit” with it – this is modelled on <a href="#">MIDI 7</a>. Again, ask pupils to work in their pairs (see GAT/SEN below) and to rehearse the chords and bass line parts so that they “fit” together to form a textural layer similar to that heard in the original song. Invite pairs to perform the bass line and chords parts together for the rest of the class who can try and sing the melody line over the top to see if the pair are playing correctly and accurately. (15 mins)  <i>Continued...</i></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>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 style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Core Main Activities Continued</b></p>	<p><b>2. Performing a Textural Layer in a group performance of “Stand by Me” – <a href="#">Score 1</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> &amp; <a href="#">MIDI 9</a> &amp; <a href="#">MIDI 10</a> &amp; <a href="#">MIDI 11</a></b>                  Now, allocate pupils to work in groups of 5-6 and equip each pupil with a copy of <a href="#">Score 1</a>. Set the challenge: <b>pupils are to create their own arrangement of “Stand by Me” allocating roles, textural layers, instruments and parts within their group as they decide.</b> The number of parts used (although the melody (sung or performed) and bass line should be the absolute minimum!), the decision as to which parts to use when and the structure of the song is dependent upon ability and differentiation accordingly. Accompanying MIDI files can be used to model and support learning: <a href="#">MIDI 8</a> models te percussion rhythms (looped) <a href="#">MIDI 9</a> models the bass line, chords and percussion rhythms together, <a href="#">MIDI 10</a> models the “bridge” melody <a href="#">MIDI 11</a> models the counter-melody. Allow each group suitable time to allocate roles, parts and instruments and to rehearse their arrangement of “Stand by Me”                  (25 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>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 style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Plenary</b></p>	<p><b>Sharing of Work - <a href="#">Score 1</a></b>                  Invite selected groups to perform their arrangement of “Stand by Me” as a “work in progress” to the rest of the class. As the class listen they can be asked to think about the following questions:</p> <ul style="list-style-type: none"> <li>• Which textural layers/parts are the group using in their arrangement?</li> <li>• Which textural layers/parts are the group not using?</li> <li>• How are the group structuring their arrangement?</li> <li>• Are all parts playing at the same time throughout or are the group providing variety by using different parts at different times?</li> <li>• How does the group arrangement compare with Ben E King’s arrangement of “Stand by Me”?</li> </ul> <p>Explain that pupils will be working on completing their “Stand by Me” arrangement during the following lesson.                  (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 - LITERACY/ NUMERACY/CITIZENSHIP/ICT</b>  <b>Literacy</b> – form and structure in poetry and prose; lyrics; repeated sections in poetry  <b>ICT</b> – if a sequencer of suitable music software is available, parts from “Stand by Me” could be recorded onto this to allow less able pupils to attempt to perform other parts along to.</p>		<p><b>EAL/SEN/GAT</b>  <b>(GAT)</b> Higher ability pupils can be encouraged to perform melodic parts from “Stand by Me” on their own instruments such as the “bridge” melody and counter melody. If there is a drummer in the class, they can be encouraged to first learn and then teach to other pupils the correct playing techniques used to perform the percussion rhythms given on <a href="#">Score 1</a>. Higher ability pupils (pianists and keyboard players) may be able to perform the chord parts using two hands.  <b>(SEN)</b> Lower ability pupils could work in pairs to perform the chord parts from “Stand by Me” since there is considerable distance in the chord spacing – particularly in the left hand part.</p>
<p><b>LANGUAGE FOR LEARNING</b> - spell/use/understand                  Arrangement, Bass Line, Bridge, Chords, Chorus, Coda, Counter-Melody, Form, Harmony, Intro, Link, Lyrics, Melody, Middle 8, Outro, Songsheet, Structure, Verse</p>		<p><b>HOMEWORK SUGGESTIONS</b>                  Pupils could be asked to complete <a href="#">Cover/Homework 1</a> to revise key words encountered so far in their learning from the unit.</p>
<p><b>LESSON RESOURCES</b> – keyboards or tuned percussion instruments  <a href="#">Y9U5SP1 – Song Structure Card Sort</a>  <a href="#">Y9U5S1 – Stand by Me</a>  <a href="#">Y9U5MIDI6 – “Stand by Me” - Chords</a>  <a href="#">Y9U5MIDI8 – “Stand by Me” – Percussion Rhythms</a>  <a href="#">Y9U5MIDI10 – “Stand by Me” – “bridge” melody</a>  <a href="#">Y9U5CH1 – Popular Song Key Words Word Search</a></p>		<p><a href="#">Y9U5A3 – “Stand by Me” – Ben E King</a>  <a href="#">Y9U5MIDI5 – “Stand by Me” – Bass Line</a>  <a href="#">Y9U5MIDI7 – “Stand by Me” – Bass Line &amp; chords together</a>  <a href="#">Y9U5MIDI9 – “Stand by Me” – Bass Line, Chords &amp; Perc</a>  <a href="#">Y9U5MIDI11 – “Stand by Me” – counter-melody</a>  <a href="#">Y9U5VID2 – Song Structure</a></p>