

<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 syncopation as an offbeat rhythmic feature and its affect on a regular beat</li> <li>Sing and perform an African-inspired song using syncopation to create an offbeat feel</li> </ul>	<p><b>LEARNING OUTCOMES</b>  <i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p><b>Level 3 (working towards) All Pupils :</b>                  Sing the song melody to “Wimoweh” in unison as part of a class or small group                  Contribute ideas towards and perform within a group arrangement showing some awareness of the effect of syncopation</p> <p><b>Level 4 (working at) Most Pupils</b>                  Understand that syncopation is an offbeat rhythm, performed on the weaker beats of the bar and describe the effect which this has on the music                  Sing and perform syncopated parts within smaller groups as part of a group arrangement towards a complete song arrangement showing good awareness of syncopation</p> <p><b>Level 5/6 (working beyond/GAT) Some Pupils :</b>                  Understand syncopation in terms of a half beat followed by a full beat and in relation to musical ties emphasising weaker beats                  Take on a leading role in organising a group arrangement performing syncopated rhythmic and melodic/sung parts with accuracy of pitch and rhythm.</p>
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**LESSON STRUCTURE**

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<b>Starter Activity</b>	<p><b>On the Beat – Off the Beat – <a href="#">Audio 6</a></b>                      Begin the lesson by playing extract 1 from <a href="#">Audio 6</a> (“Alfie” by Lily Allen), asking pupils to clap along to the beat/pulse of the song. Next, play extract 2 (“Ghost Town” by The Specials) and ask pupils to repeat the process. Ask pupils: <i>what is the difference in the rhythm between the two songs?</i> Explain that extract 1 had a regular beat, its emphasis being on the strong beats of the bar (1 + 2 + 3 + 4 +), whereas extract 2 had an <b>OFFBEAT</b> felt (1 + 2 + 3 + 4 +). Write the word <b>SYNCOPIATION</b> on the board and explain that this is a rhythmic feature which pupils are going to explore during the lesson and begin by defining it as emphasising the weaker/off beats of the bar                      (5 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 an African-inspired song which uses Syncopation – “Wimoweh” – <a href="#">Song Sheet 1</a> &amp; <a href="#">Audio 4</a> &amp; <a href="#">Audio 5</a> &amp; <a href="#">MIDI 18</a> &amp; <a href="#">MIDI 19</a></b>                      Link the starter to the development of the lesson by distributing <a href="#">Song Sheet 1</a> and play <a href="#">Audio 4</a> encouraging pupils to sing along to the song “Wimoweh”, many of whom may have already heard the song before. Next, use <a href="#">MIDI 18</a> to teach pupils the melody line of the verse and chorus, singing in unison as a class until secure. Now, explain that the melody of “Wimoweh” uses <b>SYNCOPIATION</b> to create an <b>OFFBEAT</b> feel adding rhythmic variety to the song. To demonstrate this, play <a href="#">Audio 5</a> which first shows a “regular” version of “Wimoweh”, without syncopation, followed by the original syncopated melody, together with a regular metronome beat so that pupils can hear the difference. Next, use <a href="#">MIDI 19</a> dividing the class into two, one half clapping the regular pulse and the other half clapping the rhythm of the song (or chanting the words and clapping together). Ensure that all pupils can hear the effect of the syncopated melody against the regular beat. Some or all of the vocal riffs given on <a href="#">Song Sheet 1</a> can be attempted by GAT/Higher ability pupils (see below) or smaller groups, or you could try performing the verse and chorus melody simultaneously (creating a <b>POLYPHONIC</b> texture!) Perform the song through again, using <a href="#">Audio 4</a> if required.                      (10 mins)                      Continued...</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>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><b>2. Arranging &amp; Performing “Wimoweh” – <a href="#">Song Sheet 1</a> &amp; <a href="#">Score 3</a> &amp; <a href="#">Worksheet 3</a></b>                  Set the challenge: pupils are to work in groups of 5-6 and create their own version of the song “Wimoweh” showing awareness of syncopation. Ideally this should include vocals, using <a href="#">Song Sheet 1</a>, but melodic parts are given on <a href="#">Score 3</a>, together with chords, bass line and suggested percussion rhythms. Explain that it’s up to pupils how much of the song they cover and how they <b>ARRANGE</b> the song – introduction, verse, chorus etc. Encourage pupils to experiment with adding and combining <b>LAYERS</b> together (e.g. performing the verse and chorus melody at the same time, adding vocals, melody line, bass line, chords and percussion rhythms, but at different points within the song etc.) Allow pupils suitable rehearsal time before allowing each group to perform their arrangement of “Wimoweh” to the rest of the class, which can be recorded for assessment purposes. Once all groups have performed, distribute <a href="#">Worksheet 3</a> and ask pupils to complete their self assessment regarding their own group’s performance (perhaps while listening to recordings of the classes’ performances.)</p> <p style="text-align: right;">(40 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>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><b>Listening to another version of “Wimoweh” – <a href="#">Audio 7</a></b>                  To consolidate learning, play pupils <a href="#">Audio 7</a>, another <b>ARRANGEMENT</b> of the song “Wimoweh” which they have been exploring during the lesson. Discuss with pupils:</p> <ul style="list-style-type: none"> <li>• <i>How does this version of “Wimoweh” differ from the version heard during the lesson?</i></li> <li>• <i>What is different about the <b>RHYTHMS</b> in this version? (more complex, more rhythmic layers used – more polyrhythmic!)</i></li> <li>• <i>Which version do pupils prefer? Why?</i></li> </ul> <p style="text-align: right;">(5 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><b>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT</b>  <b>Literacy</b> – regular and irregular metres; effect of emphasised off beats</p>		<p><b>EAL/SEN/GAT</b>  <b>(GAT)</b> Higher ability pupils, either individually or in small groups can add some of the vocal riffs given on <a href="#">Song Sheet 1</a> to the class performance of “Wimoweh”  <b>(SEN)</b> Lower ability pupils can be put into groups with higher ability pupils and may be allocated simpler roles such as performing the bass line, chords or percussion rhythms as part of the group performance of “Wimoweh”</p>		
<p><b>LANGUAGE FOR LEARNING</b> - spell/use/understand                  Arrangement, Beat, Offbeat, Pulse, Regular Pulse, Rhythm, Riff, Syncopation</p>		<p><b>HOMEWORK SUGGESTIONS</b>                  Pupils could be asked to research further popular songs which have African-inspired influences, such as those by the group Ladysmith Black Mambazo. Alternatively, if time is short during the lesson, <a href="#">Worksheet 3</a> can be set as homework where pupils can complete their self assessment of their own groups’ performance of “Wimoweh”</p>		
<p><b>LESSON RESOURCES</b> – Recording equipment if desired.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <a href="#">Y8U1A6 – On the Beat – Off the Beat</a>  <a href="#">Y8U1A4 - Wimoweh</a>  <a href="#">Y8U1S3 - Wimoweh</a>  <a href="#">Y8U1MIDI19 – Wimoweh – Song Melody with metronome</a>  <a href="#">Y8U1A7 – Wimoweh (alternative version)</a> </td> <td style="width: 50%; border: none;"> <a href="#">Y8U1SS1 - Wimoweh</a>  <a href="#">Y8U1A5 – Wimoweh – Regular &amp; Syncopated Melody</a>  <a href="#">Y8U1MIDI18 – Wimoweh Song Melody – Verse &amp; Chorus</a>  <a href="#">Y8U1W3 – Wimoweh Evaluation Sheet</a> </td> </tr> </table>			<a href="#">Y8U1A6 – On the Beat – Off the Beat</a> <a href="#">Y8U1A4 - Wimoweh</a> <a href="#">Y8U1S3 - Wimoweh</a> <a href="#">Y8U1MIDI19 – Wimoweh – Song Melody with metronome</a> <a href="#">Y8U1A7 – Wimoweh (alternative version)</a>	<a href="#">Y8U1SS1 - Wimoweh</a> <a href="#">Y8U1A5 – Wimoweh – Regular &amp; Syncopated Melody</a> <a href="#">Y8U1MIDI18 – Wimoweh Song Melody – Verse &amp; Chorus</a> <a href="#">Y8U1W3 – Wimoweh Evaluation Sheet</a>
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