**Year: 7**

**Term: 4**

**Project: Parody**

**Project Aim:**

Learning about the context of the Parody genre. To perform an original parody as a group. To gain the skills to write lyrics and to create a performance of their piece.

**Key Words:**

* Parody
* Performance
* Composition
* Song structure
* Lyrics

**Key Questions/Themes to be explored:**

This unit explores how Parody uses structure and form to create satirical versions of original popular music. It also develops lyric writing skills and team performance.

This unit focuses on the following key elements of the Parody genre:

* Political and social implications of writing satire
* Comedic power of imitation
* Structure of songs: typically verse, chorus and middle eight
* Lyrical content is usually aimed to directly satirise the subject or theme of the original
* Commercial demand for music in this genre
* Musical references to artists throughout the last 30 years of Music

**Lesson Objective & Assessment Opportunity**

* There is a specific Lesson Objective for each lesson.
* There should be a Baseline Assessment at the start of the Project & one further Formal Assessment Opportunity.

**Development of skills:**

**Listening:** identifying the key musical features as outlined above also how the lyrics/ music reflects the context. Pupils will listen to their own and their peers performances and make decisions regarding how their work can be improved.

**Making:** Pupils will work as a team to write satirical lyrics within the structures of the original song and will orchestrate a performance of their Parody.

**Performing:** to perform an individual part of their own Parody. To perform as a group.

**Outcomes:**

**Most pupils will** demonstrate their knowledge and understanding by:

Performing an independent part within the group and successfully perform their chosen Parody with confidence and an understanding of the other parts performed by their team members.

**Some pupils will not have made so much progress and will** demonstrate their knowledge and understanding by:

Performing a doubled part within the group and perform their chosen Parody with support from their team members.

**Some pupils will have progressed further and will** demonstrate their knowledge and understanding by:

Performing an independent part within in the group and successfully perform their chosen Parody with confidence and an understanding of the other parts performed by their band members. They will be able to make improvements to their work that reflect on the chosen style and use relevant notations to plan, revise and refine their musical material.

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| **Lesson Overview** |
| **Lesson 1**  **Starter Video:**  **Learning Objective:**   * To introduce the topic to pupils. * To listen to the Parody compilation, track to develop an understanding of what a Parody is.   **Key Questions:**  **Key Words:**  **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement   **Assessment Criteria:**  4   * You will maintain your own part with an awareness of how the different parts fit together. * You will work effectively within a group and compose by developing ideas within musical structure.   5   * You will create an effective Parody style piece using relevant material and themes. * You will take a solo part. * You will create an entertaining performance that is in keeping with the style.   6   * You will create a very effective Parody style piece that is fluent and stylish. * You will make a significant contribution to the ensemble and will show an ability to understand what is required of a good Parody performance. * Your performance will be polished and well-rehearsed.   **Lesson Content:**   * Read the ‘What is Parody’ information as a class and discuss. * Explain what the objective of the unit of work is and the skills the pupils are expected to develop are. * Explain the rules of the exercise to the pupils. * Split the class into appropriate sized groups depending on the needs of the class and explain the task. * Get groups to decide on a song and to discuss a suitable theme for their Parody. * Listen to some of the group themes and get peer feedback to help ideas   **Resources:**  PowerPoint Lesson 1, Parody Montage track, Booklets. |
| **Lesson 2**  **Starter Video:**   * Play “Farmer” Chris Moyle’s parody. * Discuss the themes and the importance of themes in lyric writing.   **Learning Objective:**   * To know how to begin writing a Parody   **Key Questions:**  **Key Words:**  **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement   **Assessment Criteria:**  4   * You will maintain your own part with an awareness of how the different parts fit together. * You will work effectively within a group and compose by developing ideas within musical structure.   5   * You will create an effective Parody style piece using relevant material and themes. * You will take a solo part. * You will create an entertaining performance that is in keeping with the style.   6   * You will create a very effective Parody style piece that is fluent and stylish. * You will make a significant contribution to the ensemble and will show an ability to understand what is required of a good Parody performance. * Your performance will be polished and well-rehearsed.   **Lesson Content:**   * Make sure all groups have decided on their song and have a suitable theme for their lyrics. * Groups to carry on writing their lyrics in preparation for performance * Listen to the lyrics of a couple of groups and give peer and teacher feedback referring to grading criteria and the WALT and WILF   **Resources:**   * Powerpoint lesson 2 * Chris Moyle’s Parody clip. |
| **Lesson 3**  **Starter Video:**   * Play Lorry Driver Parody and discuss   **Learning Objective:**  To know how to begin writing a Parody  **Key Questions:**  **Key Words:**  **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement   **Assessment Criteria:**  4   * You will maintain your own part with an awareness of how the different parts fit together. * You will work effectively within a group and compose by developing ideas within musical structure.   5   * You will create an effective Parody style piece using relevant material and themes. * You will take a solo part. * You will create an entertaining performance that is in keeping with the style.   6   * You will create a very effective Parody style piece that is fluent and stylish. * You will make a significant contribution to the ensemble and will show an ability to understand what is required of a good Parody performance. * Your performance will be polished and well-rehearsed.   **Lesson Content:**   * Pupils will work in their groups to complete their lyrics and begin planning their performance. * Show the pupils the Assessment Criteria in the PowerPoint and explain how they are to be assessed – performance based. * Listen to work in progress from a couple of groups and provide peer and teacher feedback |
| **Lesson 4**  **Starter Video:**  **Learning Objective:**   * Pupils began creating a performance of their Parody. * To rehearse their parody performance for assessment next week.   **Key Questions:**  **Key Words:**   * Microphones * Recording * Reverb * Backing track   **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement   **Assessment Criteria:**  4   * You will maintain your own part with an awareness of how the different parts fit together. * You will work effectively within a group and compose by developing ideas within musical structure.   5   * You will create an effective Parody style piece using relevant material and themes. * You will take a solo part. * You will create an entertaining performance that is in keeping with the style.   6   * You will create a very effective Parody style piece that is fluent and stylish. * You will make a significant contribution to the ensemble and will show an ability to understand what is required of a good Parody performance. * Your performance will be polished and well-rehearsed.   **Lesson Content:**   * Go through the assessment criteria again with pupils, explain what makes a good performance using slides. * Groups plan and rehearse their performances * Pupils rehearse their parody performance * All groups come together and have a ‘technical rehearsal’ ready for next week’s performance.   **Resources**   * PowerPoint 4 |
| **Lesson 5**  **Starter Video:**  **Learning Objective:**   * To perform their Parody performance.   **Key Questions:**  **Key Words:**  **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement   **Assessment Criteria:**  4   * You will maintain your own part with an awareness of how the different parts fit together. * You will work effectively within a group and compose by developing ideas within musical structure.   5   * You will create an effective Parody style piece using relevant material and themes. * You will take a solo part. * You will create an entertaining performance that is in keeping with the style.   6   * You will create a very effective Parody style piece that is fluent and stylish. * You will make a significant contribution to the ensemble and will show an ability to understand what is required of a good Parody performance. * Your performance will be polished and well-rehearsed.   **Lesson Content:**   * Give groups 10 minutes to warm up. * All groups perform and recorded. * Discuss what pupils have learnt from the unit |