**Year: 8**

**Term: 1**

**Project: Elements of Pop Music**

**Project Aim:**

This SOW will re-introduce pupils to the Elements of Music studied in Year 7, including sound, music, rhythm, melody, texture and dynamics, through Pop 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.

**Resources**

* Teacher choice of popular music for listening exercises
* Teacher to choose a popular song(s) that can be rehearsed and put together for ensemble performance.
* Assessment of the Performance can take place in Lesson 5.
* Another Performance can take place in Lesson 6, including class recording that can be listened to.

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| **Lesson Overview** |
| **Lesson 1**  **Learning Objective:**   * Understand what Pop Music is. * Identification of timbres though listening to Popular music * Vocal performance   **Success Criteria:**   * Know what Pop Music is * Identify genres through listening * Identify timbres through listening   **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement * Take in score from timbre listening and record in TPF to show baseline.   **Starter - Listening**  Teacher to select modern song and play it to class. Pupils given post-it note and write down timbres they hear in the song. Take in score at end.  **What is Pop Music?**  Introduction to the SOW leading to a discussion (argument) about what the Pop in Pop Music means.  Discuss that every generation has always had Popular Music. (Ownership of youth – Identity – Role Models – Rebellion etc).  **Pop Music as a Umbrella Term**  Explain what is meant by an ‘Umbrella Term’ – get a pupil to draw a large Umbrella on the board.  Brainstorm various genres of Pop Music and suggested artists that perform these genres.  Teacher may wish to find appropriate video (YouTube) as an introduction to all these genres.  Suggested Genres:   * Garage * Heavy Metal * Rap * R’n’B * Soul * Boy bands * Dance music * Drum ‘n’ Bass * Big Beat * Reggae * Latin New Wave   **Listening Assessment:**  Teacher to select appropriate songs that represent a number of the genres. Pupils to guess the Genre and write down the timbres they can identify through listening. Teacher may want to produce listening test sheet for this exercise. Marks to be collected in at end of lesson and recorded for assessment.  **Plenary**  Display relevant Assessment criteria from Pixl Grid. Ask pupils to self-assess their progress for the lesson. |
| **Lesson 2**  **Learning Objective:**   * Identification of timbres though listening * Understand the elements of song * Identification of Chord Types   **Success Criteria:**   * Identify genres through listening * Identify timbres through listening * Identify Chord Types correctly   **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement * Take in score from timbre listening / Chord Test and record in TPF to show progress   **Starter - Listening**  Teacher to select modern song and play it to class. Pupils given post-it note and write down timbres they hear in the song. Take in score at end.  **Structure of Pop Songs**  Explain to the pupils the structural ‘Buzz Words:   * Intro * Verse * Chorus * Bridge * Coda/Outra * Fade Out   Use a well-known Pop Song, listen to it and pupils try to work out the structure. Whole class activity could include handing out the structure on small cards and the class work in small groups to put the cards in the correct order whilst listening to the song.  **Identifying Chord Characteristics**  Demonstrate and explain the ‘mood’ characteristics of Major, Minor and ‘Jazzy’ chords (use ‘smiley’, ‘sad’, ‘confused’ faces if necessary to illustrate.  **Listening - Chord Test**  Play the pupils ten chords, each one played fours items. They are to write down if they are Major, Minor or Jazzy on a post-it note  Chord suggestions:   * C Major * F minor * G major * A minor7 * Eb Minor * C Major7 * Eb major * A Major * C Minor * C minor9   Marks to be collected in at end of lesson and recorded for assessment in TPF.  **Plenary**  Display relevant Assessment criteria from Pixl Grid. Ask pupils to self-assess their progress for the lesson. |
| **Lesson 3**  **Learning Objective:**   * Identify genres through listening * Identify timbres through listening * Know how pop chords are structured through the use of keyboard chords.   **Success Criteria:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement * Take in score from timbre listening / Chord Test and record in TPF to show progress * Performance of Pop song on keyboard through chords.   **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement * Take in score from timbre listening and record in TPF to show progress   **Starter - Listening**  Teacher to select modern Pop song(s) and play it to class. Pupils given post-it note and write down timbres they hear in the song. Take in score at end.  **Pop Song Chord Sequence**   * Briefly revisit chord qualities and play some chord progressions from well-known Pop songs – major and minor. There are many videos on YouTube that can be selected if you search as an example ’25 famous songs that use the same 4 chords’. * Choose a pop song and play chord sequence, then aurally analyse it’s components. e.g. six notes to a bar, minor tonality, chords etc. * Play the sequence, demonstrating the notes on the keyboard so pupils know where each note is. * Pupils to get out Keyboards and work in pairs. * After rehearsal time, unplug headphones and pupils perform together as class ensemble.   **Plenary**  Display relevant Assessment criteria from Pixl Grid. Ask pupils to self-assess their progress for the lesson. |
| **Lesson 4**  **Learning Objective:**   * Identify genres through listening * Identify timbres through listening * Know how drum music is written and performed within Pop music.   **Success Criteria:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement * Take in score from timbre listening / Chord Test and record in TPF to show progress * Performance of Pop song on drums   **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement * Take in score from timbre listening / Chord Test and record in TPF to show progress   **Starter - Listening**  Teacher to select modern song and play it to class. Pupils given post-it note and write down timbres they hear in the song. Collect in score at end.  **The Drum Kit**   * Set up the Drum Kit with the pupils so they can see how it fits together. If it is already set up, explain which is drum is etc. * Play and explain each part of the kit – ask the pupils to describe the timbre of each part. Aurally test pupils (eyes closed!). * Share the following rhythm grids with the pupils. Ask pupils to stand and mime. Any pupils who are particularly strong can be chosen to attempt the pattern on the kits whilst the remainder of the class mime. * Work way through class, allowing every pupil to have a go at performing either grid at the drums. Whilst this is going on, piano may be added in to give the drummer a sense of ensemble.       **Plenary**  Display relevant Assessment criteria from Pixl Grid. Ask pupils to self-assess their progress for the lesson. |
| **Lesson 5 & 6**  **Learning Objective:**  Perform a Pop song either as a vocalist, keyboardist or drummer  **Success Criteria:**   * Confident performance on instrument   **Assessment Opportunity:**   * Teacher assessment of final performance * Pupil self- assessment of final performance   **Song Performance**   * Pupils spend the lesson rehearsing their class ensemble song – class split into vocal group, keyboards and drummers who rotate. * Use backing track to help put parts together, pupils to perform with the backing track. * When pupils are confident, remove the backing track – it might be that a basic beat needs to be played via a keyboard connected to an amp to keep the tempo for the ensemble whilst the class perform.   **Plenary**  Display relevant Assessment criteria from Pixl Grid. Ask pupils to self-assess their progress for the lesson. |