**Year: 8**

**Term: 3**

**Project: Popular Styles at the Keyboard**

**Project Aim:**

This SOW will allow pupils to use the chords learnt last term to play popular styles of music on the keyboard.

**Lesson Objective & Assessment Opportunity**

* There is a specific Lesson Objective for each lesson.
* Majority of lessons allow a quick assessment of performance skills.

**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.
* Formal assessment of the Performances can take place in Lessons 5-8. Pupils should be encouraged to be assessed as many times as possible.

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| **Lesson Overview** |
| **Lesson 1 – Card 1**  **Learning Objective:**   * To understand the Walking Bass pattern * To perform a Rock n’ Roll Walking Bass pattern   **Success Criteria:**   * Perform Rock n’ Roll music   **Success Criteria Grading:**   * BAND 3: I can perform simple chords on the keyboard * BAND 4: I can perform chords on the keyboard with reasonable fluency and accuracy * BAND 5: I can perform chords on the keyboard without support and II perform fluently and accurately on the keyboard * BAND 6: I can perform longer parts from memory, showing an understanding of the notes on the stave * BAND 7: I can perform longer parts with reasonable technical skill and expression   **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement   **Starter - Listening**   * Listening exercise: Pupils to listen to a Rock n’ Roll style piece and identify timbres and musical features. * Opportunity to take in listening mark for TPF   **Lesson Content**   * Explain about walking bass and demonstrate it yourself using a suitable Rock n’ Roll beat. * Go through it line by line. * Get keyboards out and bring small groups of pupils up to the piano to give further demonstration. * With ‘slower’ classes, it is usually best to give them 5 minutes just working at this first line, with quicker classes, the whole thing can be given to them to work at in one go. * The B flat might need explaining. * Emphasise the importance of playing in time to the neat. * If necessary, now give them the 2nd line to learn. This is a little harder because it changes to the riff on the C in bars 7 and 8. * If they manage this quite easily, it can be made more interesting by asking them to change the way they play it on the repeat. This can be done by repeating notes, playing it in dotted rhythms etc. * Give pupils the opportunity to come up to the piano to perform and be assessed.   **Plenary**   * Recap features of Rock n’ Roll music * Recap where pupils would self-assess themselves against success criteria   **Card Information** |
| **Lesson 2 – Card 2**  **Learning Objective:**   * To understand the characteristics of major forms of popular music * To learn the principles of improvising using the blues scale * To perform a Rock n’ Roll song   **Success Criteria:**   * Perform Rock n’ Roll music   **Success Criteria Grading:**   * BAND 3: I can perform simple chords on the keyboard * BAND 4: I can perform chords on the keyboard with reasonable fluency and accuracy * BAND 5: I can perform chords on the keyboard without support and II perform fluently and accurately on the keyboard * BAND 6: I can perform longer parts from memory, showing an understanding of the notes on the stave * BAND 7: I can perform longer parts with reasonable technical skill and expression   **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement   **Starter - Listening**   * Listening exercise: Pupils to listen to a Rock n’ Roll style piece and identify timbres and musical features. * Opportunity to take in listening mark for TPF   **Lesson Content**   * Play pupils a clip of the song and ask questions about the instruments playing, the solos that are being played, how many bars long it is etc. * Explain to the pupils that they will be learning a Rock n’ Roll song and will play their part along to the song they have just listened to. * Show the pupils the card for today’s lesson and demonstrate to the pupils. * Get keyboards out and bring small groups of pupils up to the piano to give further demonstration. * With ‘slower’ classes, it is usually best to give them 5 minutes just working at this first line, with quicker classes, the whole thing can be given to them to work at in one go. * The auto chords are written above the stave and the notes of the melody are written below the note heads. They may need some instructions about playing automatic chords at this stage. More able pupils may be able to play both the RH and the LH simultaneously. * The song is best learnt in stages, line by line. * Give pupils the opportunity to come up to the piano to perform and be assessed.   **Plenary**   * Recap features of Rock n’ Roll music * Recap where pupils would self-assess themselves against success criteria   **Card Information** |
| **Lesson 3 – Card 3**  **Learning Objective:**   * To understand the characteristics of major forms of popular music * To learn the structure of the 12-bar blues * To improvise using the Blues scale   **Success Criteria:**   * Know the 12-bar blues structure * Improvise using the blues scale   **Success Criteria Grading:**   * BAND 3: I can perform simple chords on the keyboard * BAND 4: I can perform chords on the keyboard with reasonable fluency and accuracy * BAND 5: I can perform chords on the keyboard without support and II perform fluently and accurately on the keyboard * BAND 6: I can perform longer parts from memory, showing an understanding of the notes on the stave * BAND 7: I can perform longer parts with reasonable technical skill and expression   **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement   **Starter - Listening**   * Listening exercise: Pupils to listen to a piece of music chosen by the teacher and identify timbres and musical features. * Opportunity to take in listening mark for TPF   **Lesson Content**   * Show the pupils the card for today’s lesson and demonstrate to the pupils. * Get keyboards out and bring small groups of pupils up to the piano to give further demonstration. * With ‘slower’ classes, it is usually best to give them 5 minutes just working at this first line, with quicker classes, the whole thing can be given to them to work at in one go. * The card explains the principles of improvisation using the notes of the blues scales. There are two parts. The chords should be simple to pay, since they are the same as the ones used in the song for card 2. The pupil on the right now has to improvise using the notes of the blues scales. * This song is best tacked in stages:  1. Improvise using only the notes C and Eb 2. Introduce the notes F 3. Introduce the note G and Bb  * Finally, discuss the possibility of going into higher octaves. * Pupils need to swap over roles to be assessed. * Give pupils the opportunity to come up to the piano to perform and be assessed.   **Plenary**   * Recap features of Rock n’ Roll music * Recap where pupils would self-assess themselves against success criteria   **Card Information** |
| **Lesson 4 – Card 4**  **Learning Objective:**   * To understand the characteristics of major forms of popular music * To learn the principles of Reggae music * To perform Reggae style music   **Success Criteria:**   * Recognise the characteristics of Reggae music * Perform Reggae music   **Success Criteria Grading:**   * BAND 3: I can perform simple chords on the keyboard * BAND 4: I can perform chords on the keyboard with reasonable fluency and accuracy * BAND 5: I can perform chords on the keyboard without support and II perform fluently and accurately on the keyboard * BAND 6: I can perform longer parts from memory, showing an understanding of the notes on the stave * BAND 7: I can perform longer parts with reasonable technical skill and expression   **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement   **Starter - Listening**   * Listening exercise: Pupils to listen to a piece of Reggae and identify timbres and musical features. Get pupils to try and identify the genre too. * Opportunity to take in listening mark for TPF   **Lesson Content**   * Start by introducing Reggae and the main characteristics of the genre. Can pupils name Reggae artists and songs? * Show the pupils the card for today’s lesson and demonstrate to the pupils. * Get keyboards out and bring small groups of pupils up to the piano to give further demonstration. * This card explains the main characteristics of Reggae music and has some clichéd examples for the pupils to try out, * Pupils need to create their own Reggae riff. * Give pupils the opportunity to come up to the piano to perform and be assessed.   **Plenary**   * Recap features of Rock n’ Roll music * Recap where pupils would self-assess themselves against success criteria   **Card Information** |
| **Lesson 5 – Card 5**  **Learning Objective:**   * To understand the characteristics of major forms of popular music * To learn the principles of Reggae music * To perform Reggae style music   **Success Criteria:**   * Recognise the characteristics of Reggae music * Perform Reggae music   **Success Criteria Grading:**   * BAND 3: I can perform simple chords on the keyboard * BAND 4: I can perform chords on the keyboard with reasonable fluency and accuracy * BAND 5: I can perform chords on the keyboard without support and II perform fluently and accurately on the keyboard * BAND 6: I can perform longer parts from memory, showing an understanding of the notes on the stave * BAND 7: I can perform longer parts with reasonable technical skill and expression   **Assessment Opportunity:**   * Pupil self-assessment of progress against assessment criteria * Teacher verbal feedback on progress and feedback for improvement   **Starter - Listening**   * Listening exercise: Pupils to listen to a piece of Reggae and identify timbres and musical features. * Opportunity to take in listening mark for TPF   **Lesson Content**   * Show the pupils the card for today’s lesson and demonstrate to the pupils. * Get keyboards out and bring small groups of pupils up to the piano to give further demonstration. * The final card in this unit is similar to card 2. * This is an actual example of Reggae music and has some historical notes attached. * Again, the pupils should swap over when they have finished their parts. * Assessment on performance should be made at this stage. * Give pupils the opportunity to come up to the piano to perform and be assessed.   **Plenary**   * Recap features of Rock n’ Roll music * Recap where pupils would self-assess themselves against success criteria   **Card Information** |