

Meden School Curriculum Planning							
Subject	Music	Year Group	10	Sequence No.	Component 1	Topic	Rock and Roll

  

Retrieval	Core Knowledge	Student Thinking
What do teachers need to <b>retrieve</b> from students before they start teaching <b>new content</b> ?	What <b>specific ambitious knowledge</b> do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to <b>development of our students thinking, encouraging them to see the inequalities around them</b> and ‘do something about them!’
<p>Key Questions:</p> <ul style="list-style-type: none"> <li>What are the key features of Rock’n’Roll?</li> <li>Why was Rock ‘n’ Roll influential?</li> <li>What happened after WW2 and why was music so important?</li> <li>Where did Rock ‘n’ Roll originate from?</li> </ul> <p>What production techniques were available for music producers?</p> <p>What is a 12 bar blues?</p> <p>What is ‘walking the baseline’?</p>	<p><b>This unit teaches pupils musical styles, musical elements, stylistic features and characteristics. Pupils then apply this knowledge of the use of techniques to create music.</b></p> <p><u><b>Lesson Knowledge:</b></u> Study of key knowledge of Rock’n’Roll. <b>Understanding of what came before Rock’n’Roll and what influenced it to develop.</b></p> <ul style="list-style-type: none"> <li>Rock'n'Roll started by musicians taking the popular 12 bar blues chord sequence and using electric guitar to play the chord sequence.</li> <li>Young people flooded dance floors after the war when restrictions had eased and this gave a place for a fast, upbeat (allegro) style of music.</li> <li>Musicians composed their songs in 4/4 with a swung beat.</li> <li>The songs include instruments such as double bass, saxophone, trumpets, piano and drum kit with brushes.</li> <li>Rock'n'Roll introduced white people to black music. Elvis Presley, a white man with a black voice, sang songs about love and desire.</li> </ul>	<p>Rock Around The Clock– Many people hadn’t heard of Rock’n’Roll when this was released so the record company called it “Novelty Foxtrot”.</p> <p>Look at life after WW2 and how young people flooded dance floors.</p> <p><b>Challenge thinking</b> How does music make people feel better? How does music influence people’s perceptions of others? What might older generations have thought of Rock ‘n’ Roll music and its influence on the younger generation?</p>

<p>What happens to the 7<sup>th</sup> chord in a Rock 'n' Roll baseline?</p> <p>What is a blues scale?</p>	<ul style="list-style-type: none"> <li>• Rock'n'Roll developed from blues, country and soul music. It is sometimes (but not always) written in strophic form. This means there is only verses and no choruses.</li> </ul> <p><b>When it began</b></p> <ul style="list-style-type: none"> <li>• When it began in 1954, Rock 'n' Roll was a total shock, an explosion of power, an outrage – and yet it was a predictable development. America, and indeed the western world, was in a hopeful mood in the 1950's. World War II was over.</li> <li>• For the first time 'teenagers' (the word was invented in the fifties) had money to spend and began searching for an identity as a group, for something to base their fashions on, something that was 'theirs', something exciting. Rock &amp; Roll was it!</li> <li>• Rock &amp; Roll was special because it was the bringing together of the many different threads of popular music. It rose to its greatest popularity in 1955-56 but there had been music with many Rock 'n' Roll ingredients for some time before that.</li> </ul> <p><b>Production techniques</b></p> <ul style="list-style-type: none"> <li>• A lot of Rock &amp; Roll was recorded on magnetic tape recorders, probably three track at a time.</li> <li>• Usually the band would perform live together.</li> <li>• Distance from the mic was very important to achieve balance.</li> <li>• Rock &amp; Roll performers characteristically played very loudly which overloaded the microphones.</li> <li>• Little Richard 3 takes in 15 minutes</li> <li>• Hound Dog 31 takes, vocals hard to hear as everyone else was too loud</li> </ul> <p>Rock Around The Clock - two takes and combined.</p> <p><b>Stylistic features of Rock 'n' Roll</b></p> <ul style="list-style-type: none"> <li>• Walking bass line</li> <li>• Fast tempo – allegro</li> </ul>	
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	<ul style="list-style-type: none"> <li>• 12 bar blues</li> <li>• 7th chords (uses the flattened 7th)</li> <li>• Improvisation</li> <li>• Strophic form (often, not always)</li> <li>• Piano chords</li> </ul> <p><b>12 bar blues</b></p> <ul style="list-style-type: none"> <li>• 12 bar blues include the major chords from the tonality.</li> <li>• Major chords have a positive feel</li> <li>• C, D, E, F, G, A, B, C</li> <li>• When the walking bass and tune are added, they often add in the 7<sup>th</sup> note. This is note 7 when you count up from the bottom note of the chord. This note is flattened, so the 7<sup>th</sup> note of chord C is B flat.</li> <li>• Playing the <b>chord sequence</b> through as a class.</li> </ul> <p><b>Blues scale &amp; improvisation</b> using the scale.</p> <ul style="list-style-type: none"> <li>• A special scale that you can use to improvise with.</li> <li>• Improvise means to make it up on the spot.</li> </ul> <p><b>Walking bass line</b>, keeping this in time with the <b>12 bar blues</b>.</p> <ul style="list-style-type: none"> <li>• Adding in the melody and playing as a group together.</li> <li>• Looking at <b>strophic</b> form and identifying songs in <b>strophic</b> or <b>verse/chorus</b>.</li> <li>• Composing own Rock'n'Roll song using the key features.</li> </ul> <p><b><u>Theory Knowledge – all students are taught knowledge of music theory</u></b></p> <p><b>Instrumental techniques:</b> how an instrument is being played e.g. bowing, tonguing, mute.</p> <p><b>Type of ensemble:</b> orchestra, jazz band, rock band</p> <p><b>Alternative instrumentation:</b> instruments that have come from other places in the world, sounds that have been made on a computer.</p> <p><b>Sonic features:</b> vibrato</p>	
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