

Meden School Curriculum Planning							
Subject	Music	Year Group	9	Sequence No.	5	Topic	Live Lounge

Retrieval	Core Knowledge	Student Thinking
What do teachers need <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>What musical features are in Rock'n'Roll?            How do I play a Rock'n'Roll piece?            What musical features are in Hip-Hop?            How do I play a Hip-Hop piece?            How do I change the style of a piece?</p>	<p><b>This unit develops pupils understanding of two genres: Rock'n'Roll and Hip-Hop. Pupils study the musical features of the two genres and learn how to swap one style to the other. In this unit, pupils will be encouraged to perform for a longer period of time, develop their sense of ensemble and learn knowledge of performing in a group.</b></p> <p><b><u>Theory Knowledge – all students are taught knowledge of music theory</u></b></p> <p><b>Swing:</b> a rhythm that has a longer note followed by a shorter note.  <b>12 Bar Blues:</b> a chord sequence that uses the following pattern: chord 1, chord 1, chord 1, chord 1, chord 4, chord 4, chord 1, chord 1, chord 5, chord 4, chord 1, chord 1(or5).  <b>Chords:</b> 2 or more notes played at the same time.  <b>Improvisation:</b> making music up on the spot.  <b>Bass:</b> the bottom line of music often played on a bass guitar.  <b>Saxophone:</b> a woodwind instrument.  <b>Instrumentation:</b> which instruments are being played.  <b>Rapping:</b> using your voice to speak words rhythmically over music.  <b>Riff:</b> a series of notes that form the main part of a song. It is repeated several times throughout a song, sometimes the whole way through.</p>	<p>Evanescence playing “my immortal” live in billboard music awards. The band comes in a semitone lower than the singers and it sounds awful. The importance of working together &amp; communication and rehearsal.</p> <p>Hound Dog</p> <p>Gangster’s Paradise (abridged version)</p> <p>Pupils look at the culture that sprang up after world war 2 which helped to create Rock'n'Roll.</p> <p>Pupils think about how society has changed and how music reflects this change.</p> <p>Pupils look at gang culture and how new cultures are created out of circumstance.</p>

	<p><b>Hooks:</b> the catchy part of the song, the part you remember and identify the song with. It can be instrumental or rhythmic or vocal or a mixture.</p> <p><b>Sampling:</b> taking a section of a song or piece of music and using it in a different circumstance.</p> <p><b>Scratching:</b> moving the DJ needle back and forth on the record to create a scratching effect.</p> <p><b>Lesson Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn knowledge of the major scale. Pupils learn knowledge of Roman numerals to label the notes of the major scale and learn how to create the 12 bar blues in a different key. Pupils use their knowledge of the 12 bar blues chord sequence to play in time with the class, pairs &amp; a small group.</li> <li>• Pupils use their knowledge of bass lines in Rock'n'roll to play and create their own.</li> <li>• Pupils develop their knowledge of blues notes &amp; improvising around the 12 bar blues on guitar and keyboard</li> <li>• Pupils develop their knowledge of the shuffle rhythm and swung quavers</li> <li>• Pupils use their knowledge of scat singing (doo, wah), energetic delivery with shouts and screams.</li> <li>• Pupils develop knowledge on how Hip-Hop began and are able to identify musical features of Hip-Hop.</li> <li>• Pupils are able to perform their own Hip-Hop piece.</li> <li>• Pupils take either a song from rock'n'roll or Hip-Hop and change it to the other style ensuring they use musical features of their chosen style.</li> </ul>	<p>Pupils track the history of Hip-Hop to today's Grime music.</p> <p>Pupils think about how iconic songs are timeless and why this might be.</p>
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