

Topic: Rock and Roll

**National Curriculum Objectives which are covered in this unit:**

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improve and compose music for a range of purposes using inter-related dimensions of music.
- Listen with attention to details and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

**Model Music Curriculum Areas which are covered in this unit:**

- Singing
- Performing
- Listening
- Composing

**Lesson sequence - include the key concept, L.O. and brief description of lesson**

<p><b>Lesson 1 – Hand Jive</b> Learning about the origins and features of rock and roll music, performing the hand jive.</p> <p><b>LO:</b> To understand the history of rock and roll music.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I know where rock and roll music came from.</li> <li>• I can list the main instruments used in rock and roll.</li> <li>• I can move in time to the music.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> performing the hand jive hand actions in sequence and in time with the music. <b>Pupils working at greater depth indicated by:</b> completing the stepping actions in time to the hand jive music.</p>	<p><b>Lesson 2 – Rock Around the Clock</b> Singing and performing the rock and roll song Rock Around the Clock.</p> <p><b>LO:</b> To be able to perform with a sense of style.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can accurately sing in a small group.</li> <li>• I can sing in time.</li> <li>• I can sing in tune.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> singing in tune and performing their actions in time. <b>Pupils working at greater depth indicated by:</b> leading their group in rehearsal time.</p>	<p><b>Lesson 3 – Walking Bass Line</b> Playing a rock and roll bass line on glockenspiels.</p> <p><b>LO:</b> To play a walking bass line on tuned percussion.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can describe what a walking bass line sounds like.</li> <li>• I can read graphic notation to know which notes to play.</li> <li>• I can play a simple walking bass line.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> playing the notes of the walking bass in the correct sequence. <b>Pupils working at greater depth indicated by:</b> playing the notes of the walking bass in time with the music.</p>	<p><b>Lesson 4 – Performing the Bass</b> Playing and performing the remainder of the rock and roll bass line, focusing on playing accurately and in time.</p> <p><b>LO:</b> To be able to play a rock and roll bass line.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can understand different musical notation.</li> <li>• I can play a walking bass line accurately.</li> <li>• I can play a bass line in time.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> playing the notes of the walking bass in the correct sequence. <b>Pupils working at greater depth indicated by:</b> playing the notes of the walking bass in time.</p>	<p><b>Lesson 5 – Rock and Roll Performance</b> Performing Rock Around the Clock together, with pupils taking on different roles and instruments.</p> <p><b>LO:</b> To be able to play a rock and roll piece of music.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can keep in time.</li> <li>• I can perform my own part with accuracy.</li> <li>• I can play as part of a group.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> independently playing their part with some awareness of the other performers. <b>Pupils working at greater depth indicated by:</b> playing their part in time, with accuracy.</p>
--	---	---	---	--

<p><b><u>Prior learning</u></b></p> <p><i>List year groups and topics with connected learning</i></p>	<p><b>EYFS</b></p> <p>Exploring Sound  Celebration Music  Music and Movement  Musical Stories  Transport  Big Band</p> <p><b>Year 1</b></p> <p>Keeping the Pulse (Theme: My Favourite Things)  Tempo (Theme: Snail and Mouse)  Dynamics (Theme: Seaside)  Sound Patterns (Theme: Fairytales)  Pitch (Theme: Superheroes)  Musical Symbols (Theme: Under the Sea)</p> <p><b>Year 2</b></p> <p>Call and Response (Theme: Animals)  Instruments (Theme: Storytelling)  Singing (Theme: On This Island)  Contrasting Dynamics (Theme: Space)  Structure (Theme: Myths and Legends)  Pitch (Theme: Musical Me)</p>			<p><b>Year 3</b></p> <p>Ballads  Creating Composition in Response to Animation (Theme: Mountains)  Developing Singing Technique and Keeping in Time (Theme: Vikings)  Pentatonic Melodies and Composition (Theme: Chinese New Year)  Instrumental Unit One (Theme: South Africa)  Traditional Instruments and Improvisation (Theme: India)</p> <p><b>Year 4</b></p> <p>Body and Tuned Percussion (Theme: Rainforests)</p>
<p><b><u>Future learning</u></b></p> <p><i>List year groups and topics with connected learning</i></p>	<p><b>Year 4:</b></p> <p>Changes in Pitch, Dynamics and Tempo (Theme: Rivers)  Haiku, Music and Performance (Hanami)  Samba and Carnival Sounds and Instruments  Adapting and Transposing Motifs (Theme: Romans)</p> <p><b>Year 5</b></p> <p>Blues  Musical Theatre  Composition Notation (Theme: Ancient Egypt)  Looping and Remixing  Composition (Theme: Festival of Colour)  South and West Africa</p> <p><b>Year 6</b></p> <p>Dynamics, Pitch and Texture (Theme: Coast – Fingal’s Cave by Mendelssohn)  Songs of World War 2  Film Music  Theme and Variations (Theme: Pop Art)  Baroque  Composing and Performing a Leavers’ Song</p>			

<b><u>Key vocabulary to be explicitly taught</u></b>	Bass line; beat; chorus; dynamics; flat notes; hand jive; in-time; in-tune; notation; originate; pitch; rhythm; rhythmic patterns; rock and roll; sections; sequence; style; sharp notes; tempo; untuned percussion; verse; vocals; walking bass line
<b><u>Cross-curricular links</u></b>	<b>History</b> Understanding that rock and roll music was a response to historical events. <b>PE</b> Performing the hand jive in time with the music.
<b><u>Enrichment</u></b>	<b>Rocksteady - Feel Good Friday</b> Rhythm session – We Will Rock You – Queen (Friday 13 <sup>th</sup> Sept, Rock Heroes).
<b><u>Useful websites/resources</u></b>	<b>Kapow Music</b> <b>BBC Teach</b> <b>BBC Ten Pieces</b> <b>Rocksteady Feel Good Friday</b>