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**Knowledge Rich Curriculum Plan**

KS3 Music / Popular Song



| **Lesson/Learning Sequence**  | **Intended Knowledge:***Students will know that…* | **Tiered Vocabulary**  | **Prior Knowledge:***In order to know this, students, need to already know that…* | **Assessment**  |
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| **Popular Song – Lesson 1** | **The Recording Studio*** What do we call the structure of a song that is made up entirely of verses and what is the opposite of this (a structure that changes melodically with each new section)?
* We have studied the recording studio. What is the role of the mixing desk operator?
* Popular songs often feature a ‘countermelody’. What is a countermelody?
* Explain what is meant by the term ‘Middle 8’.

Listening to Comfortably Numb arrangements. Comparing two arrangements and identifying musical features and devices. | Song Structure, Lyrics, Intro, Verses, Strophic, Link, Pre-Chorus, Chorus, Hook/Riff, Middle 8 Bridge, Countermelody, Texture | Students have studied countermelody, song structure, hooks and riffs, some new concepts introduced in this lesson but many key terms are embedded from previous lessons.  |  |
| **Popular Song – Lesson 2** | **The Lead Sheet*** In popular music, what does a ‘lead sheet’ contain? (*The basics of the song. The melody, riffs, lyrics and chords).*
* Explain what is meant by the term ‘cover version’. (*A new performance, remake or recording by someone other than the original artist)*
* What is the difference between ‘conjunct’ and ‘disjunct’ melodic motion? (Conjunct= melody moves mainly by step,. Disjunct=Melody moves by leap)
* What is meant by the ‘melodic range’ of a melody? (The distance between the lowest and highest pitched notes in a melody)

Listening to Killing Me Softly arrangements. Comparing three arrangements and identifying musical features and devices. | Song Structure, Lyrics, Intro, Verses, Strophic, Link, Pre-Chorus, Chorus, Hook/Riff, Middle 8 Bridge, Countermelody, Texture, cover version, recording, conjunct, disjunct, melodic range, lyrics | Students have studied countermelody, song structure, hooks and riffs, some new concepts introduced in this lesson but many key terms are embedded from previous lessons.  | Retrieval task 1 |
| **Popular Song – Lesson 3** | **Band line-up and instruments of pop/rock*** Name seven instruments that might typically be seen played in a pop band. (*Drum-kit, percussion, Electric guitars, acoustic guitars, piano, orchestral instruments, lead singer, backing singers)*
* Who sings most the melody lines in a pop/rock song? *Lead singer.*
* What are the backing singers in a pop group mainly there to provide? *Harmony and vocal support for the lead singer.*
* Name the six sections that might typically make up the structure of a popular song. *Intro, verse, pre-chorus, chorus, middle 8, outro/coda*

Listening to I Can’t Help Falling in Love With You arrangements. Comparing three arrangements and identifying musical features and devices. Performing the riff from Bittersweet Symphony.  | Song Structure, Lyrics, Intro, Verses, Strophic, Link, Pre-Chorus, Chorus, Hook/Riff, Middle 8 Bridge, Countermelody, Texture, cover version, recording, conjunct, disjunct, melodic range, lyrics, harmony, coda, backing singers | Students have studied countermelody, song structure, hooks and riffs, some new concepts introduced in this lesson but many key terms are embedded from previous lessons.  | Retrieval task 2 |
| **Popular Song – Lesson 4** | **Shotgun – George Ezra*** Shotgun follows verse/chorus structure. Students will perform this song chorally.
* Shotgun features a very simple crotchet bass line, a ground bass.
* Uses the chords G, C Em and D (played on the 1st beat of each bar).
* Bass guitar music can be written out as ‘tab’.
* Students will learn to play the melody and chords on the keyboard.

Students will perform Shotgun chorally with piano accompaniment. They will first warm up voices using a variety of warmup exercises. Students will learn to play the bassline, chords and melody of this song. They will understand bass tab.  | Song Structure, Lyrics, Intro, Verses, Strophic, Link, Pre-Chorus, Chorus, Hook/Riff, Middle 8 Bridge, Countermelody, Texture, cover version, recording, conjunct, disjunct, melodic range, lyrics, harmony, coda, backing singers | Students have studied countermelody, song structure, hooks and riffs, some new concepts introduced in this lesson but many key terms are embedded from previous lessons. | Retrieval task 3 |
| **Popular Song - Lesson 5** | **Written assessment*** Written assessment based on theory work covered in this unit and comprised largely of question asked in retrieval tasks. Students have opportunity to revise via Satchel One in week prior to the assessment.
 | Song Structure, Lyrics, Intro, Verses, Strophic, Link, Pre-Chorus, Chorus, Hook/Riff, Middle 8 Bridge, Countermelody, Texture, cover version, recording, conjunct, disjunct, melodic range, lyrics, harmony, coda, backing singers | Students have studied countermelody, song structure, hooks and riffs, some new concepts introduced in this lesson but many key terms are embedded from previous lessons. | Written Assessment |
| **Popular Song - Lesson 6** | Practical Assessment* Students will perform Shotgun on keyboard, choosing to play the bassline, chords, melody (or a combination) of this song.
* Students will perform individually or as one half of a duo dependent on their ability.
* Assessment criteria based on GCSE 1-9 guidelines.

Students will be assessed on their ability to play Shotgun at their keyboard (not in front of the class).  | Song Structure, Lyrics, Intro, Verses, Strophic, Link, Pre-Chorus, Chorus, Hook/Riff, Middle 8 Bridge, Countermelody, Texture, cover version, recording, conjunct, disjunct, melodic range, lyrics, harmony, coda, backing singers | Students have studied countermelody, song structure, hooks and riffs, some new concepts introduced in this lesson but many key terms are embedded from previous lessons. | Practical assessment |