

<b>General Topic</b>	Exploring Popular Songs and Musical Arrangements		
<b>Scheme of Work Overview</b>	<p>This unit begins by exploring ‘What Makes a Good Song?’ through practical musical investigation of two ‘good’ songs. Pupils explore Hooks/Riffs, Structure, Melody &amp; Lyrics through listening and analysis and performing parts of each song as short musical arrangements. Pupils learn about the importance of Hooks &amp; Riffs, Popular Song Structure and the various different components/sections within, Melodic Motion (Conjunct and Disjunct Motion) and Lyrics within both these case studies and a range of other popular songs. Lead Sheet notation is used throughout the unit &amp; pupils are encouraged to confidently navigate around lead sheets evaluating what musical information is, &amp; is not, included in this form of notation. The unit ends with pupils creating their own song in their chosen style/genre. This concept of “songwriting” is explored by listening &amp; examining a range of different musical arrangements of the same song for stylistic &amp; elemental changes. Pupils are encouraged to explore the resources available to them, the musical information included in provided lead sheets &amp; to manipulate, refine &amp; include new musical material to create their final song.</p>		
<b>Unit Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Understand the different textural and structural elements of a song/popular song.</li> <li>• Understand and use the different musical information given on a lead sheet in creating a performance of a Popular Song.</li> </ul>		
<b>Key Words, Concepts and Musical Knowledge</b>	<p>Popular Song Structure: Introduction, Verse, Strophic, Link, PreChorus, Chorus, Bridge/Middle 8, Coda/outro, Lyrics, Hook, Riff, Melody, Counter-Melody, Texture, Chords, Accompaniment, Bass Line, Lead Sheet, Melodic Motion: Conjunct, Disjunct, Range; Instruments, Timbres and Sonorities in Songs.</p>		
<b>Musical Theory</b>	Conjunct and Disjunct melodic motion in Songs		
<b>Links to GCSE Music</b>	Popular Music	Vocal Music	Conventions of Pop
<p><b>Key Concept:</b></p> <p><b>Communication Related Concepts:</b> Genre, Structure, Composition</p> <p><b>Global Context:</b> Personal and Cultural Expression</p>			

**Statement of Inquiry:** The genre of popular song allows artists, arrangers and songwriters to communicate their own personal and cultural expression through structured musical compositions.

**Factual Inquiry Questions:**

- What musical information is given (not given) on a lead sheet?
- What are Primary and Secondary Chords?
- What are chord progressions?
- In what ways can the Elements of Music be refined or manipulated to create new arrangements of an existing song or piece of music?

**Conceptual Inquiry Questions:**

- How can we describe the form and structure and texture of different songs?
- How have songwriters used Primary and Secondary Chords as accompaniments to songs and as a basis for melodies and bass lines? • Is change always relevant to create a new song or piece of music?

**Debatable Inquiry Questions:**

- To what extent will songs remain “popular”?
- When do new/modern songs become old/traditional songs?

**Expectations & Learning Outcomes**

All Pupils will (working towards):

- Distinguishing between riffs, structure, lyrics and melody in songs and describing their use with guidance.
- Performing simple parts such as basic riffs of well known songs on their own and in unison.
- Performing a simple part within a group arrangement of a simple part of a popular song
- Use the words “Step” and “Leap” when describing melodic motion.
- Identify some common instruments used within popular songs.

Most Pupils will: (working at):

- Describing the use of riffs, structure, lyrics and melody in songs, using appropriate musical vocabulary.
- Performing independent parts of well-known songs on their own and in an ensemble.
- Performing a more complex part within a group arrangement of a popular song consisting of more than one part e.g. verses and repeating chorus from a Lead Sheet.
- Use the words “Conjunct” and “Disjunct” when describing melodic motion aurally and when looking at melodies in staff
- Understand and use all elements and terms relating to popular song structure through listening and appraising and performing.

Some Pupils will: (working beyond):

- Analysing and describing the characteristics of riffs, structure, lyrics and melody and applying their learning to other songs.
- Performing independent parts of well-known songs with expression and sensitivity to other parts, taking a lead in an ensemble.
- Performing technically complex parts within a group arrangement of a popular song complete with more advanced elements e.g. an introduction, bridge/middle 8 and coda from a Lead Sheet.
- Identify how orchestral and acoustic instruments have been used in popular songs.
- Understand the limitations of Lead Sheets over more detailed forms of notation e.g. staff notation and full score arrangements..

<ul style="list-style-type: none"> <li>• Demonstrate an understanding of Lead Sheets as a form of musical notation following basic lyrics and chords.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of Lead Sheets by confidently navigating around different sections when performing, arranging, and listening.</li> </ul>	
<b>Language for Learning/Glossary</b>	<p>Through the activities, pupils will be able to understand, use and spell correctly words relating to:</p> <p>Sounds:</p> <p><b>HOOK</b> – A ‘musical hook’ is usually the ‘catchy bit’ of the song that you will remember. It is often short and used and repeated in different places throughout the piece. <b>HOOKS</b> can either be a: <b>MELODIC HOOK</b> – a HOOK based on the instruments and the singers; a <b>RHYTHMIC HOOK</b> – a HOOK based on the patterns in the drums and bass parts or a <b>VERBAL/LYRICAL HOOK</b> – a HOOK based on the rhyming and/or repeated words of the chorus.</p> <p><b>RIF</b> – A repeated musical pattern often used in the introduction and instrumental breaks in a song or piece of music. <b>RIF</b>s can be rhythmic, melodic or lyrical, short and repeated.</p> <p><b>BASS LINE</b> – The lowest pitched part of the music often played on bass instruments such as the bass guitar or double bass. <b>RIF</b>s are often used in <b>BASS LINES</b>.</p> <p><b>MELODY</b> – The main “tune” of a song or piece of music, played higher in pitch than the <b>BASS LINE</b> and it may also contain <b>RIF</b>s or <b>HOOKS</b>.</p> <p><b>CHORD</b> – A group of two or more notes played at the same time.</p> <p><b>ACCOMPANIMENT</b> – Music that accompanied either a lead singer or melody line – often known as the “backing” provided by a band or backing singers.</p> <p><b>TEXTURE</b> – Layers of sound combined to make music – in a pop song this could be the bass line, chords and melody.</p> <p><b>INSTRUMENTATION</b> – What instruments are used in a song -  Drum Kit/Electric Guitar provide the rhythm – Lead Guitar, Rhythm Guitar and Bass Guitar and Keyboards.  Acoustic Instruments are used such as the Piano or Acoustic Guitar.  Orchestral Instruments: Strings, Saxophone, Trombone and Trumpet.  Singers are essential to a pop song: Lead Singer – the “frontline” member of the band sings the melody line  Backing Singers– Support lead singer providing Harmony, don’t sing all the time but just at certain points.</p> <p>Processes:</p> <p><b>FORM AND STRUCTURE OF POPULAR SONGS - FORM AND STRUCTURE</b> – the different sections of a piece of music or song and how they are ordered.</p> <p><b>INTRO</b> – The introduction sets the mood of a song. It is often instrumental but can occasionally start with lyrics.</p>	

	<p><b>VERSES</b> – Verses introduce the song theme. There are usually new lyrics for each verse which helps to develop the song’s narrative, but the melody is the same in all verses.</p> <p><b>PRE-CHORUS</b> - A section of music that occurs before the Chorus which helps the music move forward and “prepare” for what is to come.</p> <p><b>CHORUS</b> – All the choruses have the same lyrics. This section relays the main message of the song and this part of the song is repeated identically each time with the same melody and music (although this sometimes changes key Modulates before the Coda - which means “changes key” to add drama!)</p> <p><b>MIDDLE 8/BRIDGE</b> – This section adds some contrast to the verses and choruses by using a different melody and chord progression.</p> <p>Sometimes the Middle 8/Bridge features an <b>INSTRUMENTAL SOLO</b> – Solos are designed to show off an instrumentalists’ skills. Rock, jazz and blues often feature solos on instruments such as piano, saxophone, guitar and drums.</p> <p><b>CODA/OUTRO</b> – The final section of a popular song which brings it to an end (Coda is Italian for “tail”!)</p> <p><b>TYPICAL POP SONG STRUCTURE</b> – Intro; Verse 1; Verse 2; Chorus; Verse 3; Chorus; Bridge/Middle 8; Chorus; Coda</p> <p><b>CONJUNCT MELODIC MOTION</b> – Melodies which move mainly by step or use notes which are next to or close to one another.</p> <p><b>DISJUNCT MELODIC MOTION</b> – Melodies which move mainly by leap or use notes which are not next to or close to one another.</p> <p><b>MELODIC RANGE</b> – The distance between the lowest and highest pitched notes in a melody.</p> <p><b>BASS CLEF</b> – A musical symbol showing that notes are to be performed at a lower pitch. The <b>BASS LINE</b> part is often written using the <b>BASS CLEF</b>.</p> <p>Context e.g. the effect that marketing and promotion has on popular songs through online music sites and downloads such as iTunes® and Spotify®.</p> <p>Speaking and listening – through activities pupils could: discuss and question what they are learning and how it is relevant in other contexts or when using different variables; discuss and respond to initial ideas and information, carry out the task and then review and refine ideas.</p>
<b>Future Learning</b>	<ul style="list-style-type: none"> <li>Put together their ideas from exploring riffs, lyrics and melodies into a complete popular song which can be recorded.</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>Visiting a recording studio to see how a popular song is recorded in terms of different tracks, layers and channels and how music technology is used.</li> </ul>

Lesson	Differentiated Learning Objective	Assessment Opportunities	Resources
<b>Lesson 1: What makes a good song?</b> <ol style="list-style-type: none"> <li>Students to complete the 5 x true or false questions in their booklets</li> <li>Discuss the difference between a verse and chorus.</li> <li>Match the term - can students identify the different sections of a song?</li> <li>How to create a chord: look at C, F, G and Am</li> <li>What makes a good song</li> <li>What is their favourite song</li> <li>Perform the common pop chord progression: C - G - Am - F</li> </ol>	<b>All</b> Pupils will (working towards): <ul style="list-style-type: none"> <li>Distinguishing between riffs, structure, lyrics and melody in songs and describing their use with guidance.</li> <li>Performing simple parts such as basic riffs of well known songs on their own and in unison.</li> <li>Performing a simple part within a group arrangement of a simple part of a popular song e.g. a single chorus from a Lead Sheet</li> <li>Use the words "Step" and "Leap" when describing melodic motion.</li> <li>Identify some common instruments used within popular songs.</li> <li>Demonstrate an understanding of Lead Sheets as a form of musical notation following basic lyrics and chords.</li> </ul>	<b>Teacher observations:</b> Can observe the input from students.  Assess who can keep time.  Who can play the full three note chords? Keep a steady beat?  Teacher/Student discussion.  Knowledge gathering  Observations of practical tasks.  Outcomes of the match term/definition task.	<ul style="list-style-type: none"> <li>Google Slides unit 8 popular song performance presentation.</li> <li>Student booklets</li> <li>You tube links in google slides</li> <li>Ed Sheran - Shape of you</li> <li>George Ezra - Shotgun</li> <li>Keyboards</li> </ul> <b>Possible use of:</b> <ul style="list-style-type: none"> <li>Ukuleles</li> <li>Guitars</li> </ul>
<b>Lesson 2</b> <ol style="list-style-type: none"> <li>Starter: Look at axis of awesome - 4 chord song (clean version!) <a href="https://www.youtube.com/watch?v=93NzXwqAW-0">https://www.youtube.com/watch?v=93NzXwqAW-0</a></li> <li>Set the assignment: perform a popular song as part of a group.</li> </ol>		<b>Teacher observations:</b> Can observe the input from students.  Assess who can keep time.  Who can play the full three note chords? Keep a steady beat?	

<p>Students can move into groups and begin planning their song choice and parts.</p> <p><b>Groups:</b>  Pairs: Melody &amp; Bassline <b>OR</b> Chords  Threes: Melody, Bassline &amp; Chord  Fours: Melody, Bassline, Chord and Lyrics</p>	<p>verses and repeating chorus from a Lead Sheet.</p> <ul style="list-style-type: none"> <li>• Use the words “Conjunct” and “Disjunct” when describing melodic motion aurally and when looking at melodies in staff</li> <li>• Understand and use all elements and terms relating to popular song structure through listening and appraising and performing.</li> <li>• Demonstrate an understanding of Lead Sheets by confidently navigating around different sections when performing, arranging, and listening.</li> </ul>	<p>Discussion work</p> <p>Peer learning</p> <p>Observations of group organisation and rehearsal progress.</p>	
<p><b>Lesson 3</b></p> <ol style="list-style-type: none"> <li>1. Recap the assessment task and introduce the assessment criteria. Accuracy of Pitch, Rhythm and timing.</li> <li>2. Confirm groups and parts each student is performing.</li> <li>3. Students work on their songs in groups this may require them to work on their individual parts before working together</li> <li>4. Students can choose a pre-programmed drum beat in their chosen song genre to support the timing element of their performance.</li> <li>5. Students perform at random to class at end of lesson to share progress.</li> </ol>	<p><b>Some</b> Pupils will: (working beyond):</p> <ul style="list-style-type: none"> <li>• Analysing and describing the characteristics of riffs, structure, lyrics and melody and applying their learning to other songs.</li> <li>• Performing independent parts of well-known songs with expression and sensitivity to other parts, taking a lead in an ensemble.</li> <li>• Performing technically complex parts within a group arrangement of a popular song complete with more advanced elements e.g. an introduction, bridge/middle 8 and coda from a Lead Sheet.</li> <li>• Identify how orchestral and acoustic instruments have been used in popular songs.</li> <li>• Understand the limitations of Lead Sheets over more detailed forms of</li> </ul>	<p>Observations of group work - is there a leader?, someone doing all the work? Are they struggling to decide?</p> <p>Teacher working with each group.</p> <p>Peer learning</p> <p><b>Student self-Assessment:</b>  Working in groups on keyboards will support each other in learning the parts. Any issues could be sorted between the students.</p>	
<p><b>Lesson 4 &amp; 5</b></p> <ol style="list-style-type: none"> <li>1. Recap the task and assessment criteria - use google slides presentation.</li> <li>2. Continue working on their group song - making sure they have at least a chorus and a verses together.</li> </ol>	<p>verses and repeating chorus from a Lead Sheet.</p> <ul style="list-style-type: none"> <li>• Use the words “Conjunct” and “Disjunct” when describing melodic motion aurally and when looking at melodies in staff</li> <li>• Understand and use all elements and terms relating to popular song structure through listening and appraising and performing.</li> <li>• Demonstrate an understanding of Lead Sheets by confidently navigating around different sections when performing, arranging, and listening.</li> </ul>	<p>Performances at the end of lesson will identify what progress they have achieved.</p>	

3. Rehearsals - use instruments, and sheet music provided.	notation e.g. staff notation and full score arrangements.		
<b>Lesson 6: END OF UNIT ASSESSMENT</b>  1. Students are given time to practise their songs for assessment by the teacher.  2. Assessments could be 1-1 or in front of the whole class. Recording studio could be used or students use the Zoom recording device in a practice room.  3. Complete assessment sheet in the workbook - students write in the teacher feedback. .  4. Students who have been assessed will need an extension task: Learn a popular song from a selection given.		<b>Teacher observations:</b> Assessment of their work. Students perform in their groups for the whole class.  Levels and teacher verbal feedback to be given out.  <b>Student Self-Assessment:</b> Feedback session will allow students to reflect on their progress and help set targets.  Students completing WW and EBI outcomes.	
<b>Lesson 7 (if Required)</b>  <ul style="list-style-type: none"> <li>Continuation of lesson 6 if needed</li> <li>Feedback written in student books</li> <li>Extension of learning a pop song from a given selection.</li> </ul>			