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| Adam Duffey – 17764865 UNIT OUTLINE | | | | |  |
| Subject: Music Stage: 4 | | | | | **Five Lessons ( 2 weeks)** |
| Unit title: Popular Music |  | |  |  |  |
| Key Concepts/ Big Ideas | | **The importance of this learning** | | | |
| Duration  Dynamics & Expressive techniques  Texture  Structure  Performance | | Understanding Performative roles in small and large group settings.  Developing key performative techniques.  Understanding the relationship between notation and live music.  Skills to understand or un-pack musical ideas through listening.  Students will be able to integrate their chosen instrument into their learning. | | | |
| Unit context within Scope and Sequence | | **Targeted Syllabus Outcomes (including life skills outcomes)** | | | |
| Unit undertaken in term 4 of the year.  Students are able to perform basic melodies and harmonies on their chosen instrument. (term 3)  Students know how to work out notes on a treble clef (FACE, EGBDF) (Term 1)  Students have basic knowledge of the 6 concepts of music. (Term 1-3) | | **4.3** performs music demonstrating solo and/or ensemble awareness  **4.4** demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing  **4.7** demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas  **4.8** demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire  **4.9** demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study  **4.10** identifies the use of technology in the music selected for study, appropriate to the musical context  **4.11** demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform  **4.12** demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences  **LS.2** vocalises, sings or plays an instrument  **LS.10** engages in performing, composing and listening experiences for enjoyment | | | |
| Literacy Targets | **Numeracy Targets** | | **ICT Targets** | **CCP/ GC** | **Assessment** |
| Students’ ability to link music notation with aural stimulus.  Identify some musical ideas and terminology. | Identify unique number of sounds in a recording.  Counting bars/beats in music notation.  Understanding of rhythmic note values. | | Students can integrate online sources such as youtube video clips and websites into their learning. | Understanding the role of a performer in solo and group contexts.  Numeracy (mathematical values of symbols) | Group Performance of ‘Seven Nation Army’ by the white stripes at a school performance night.  Short reflection of the process of learning this music. |

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| **Lesson** | **Integrated Learning Experiences, Instruction and Assessment** | **Outcomes** | **Evidence of Learning and feedback** | **Resources and Equipment** |
| **1**  **Learning, Playing.** | 1. Class listens to “Seven Nation Army” by the white stripes. 2. Teacher asks students how many sections are in the recording. “How many sections are there, do they repeat?”   Clear identification of Verse, Pre-Chorus and Chorus.   1. Teacher then highlights the main bass riff, and then teaches that rhythm highlighting the use of triplets.   Students are taught to clap the rhythm (Orff). Half of the students clap the bass line, and half of the students hold a simple 4/4 beat to go against that rhythm. Groups then swap. (So every student can clap the syncopated rhythm). Both rhythms to be notated on the board beforehand, so students can directly understand triplets.   1. Another listening of the song, followed by the class clapping to the original recording, to understand directly how it relates.   Encourage students to sing the bassline and clap (at any pitch). | **4.3** performs music demonstrating solo and/or ensemble awareness.  .  **4.9** demonstrate musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study.  **4.12** demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.  **LS.2** vocalises, sings or plays an instrument. | Student’s ability to perform the rhythm through clapping. | Speakers/Computer to play recording to all students. |

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| **Lesson** | **Integrated Learning Experiences, Instruction and Assessment** | **Outcomes** | **Evidence of Learning and feedback** | **Resources and Equipment** |
| **2**  **Learning, Playing.** | 1. Listening Activity- Students listen to ‘Seven Nation Army’ by the White stripes and write down the instruments that can be heard. (Guitar/Bass, Drums, Vocals). Also, students must identify one aspect of each instruments timbre, or dynamics and expressive technique(s). These answers are then shared with the class. Class also identify the musical roles of the instruments (and how they can change) 2. Teacher then organises students into the preferred instrument groups. (In the likely case that there are few bassists and drummers, they can go together). Students go online to access the provided scores, (and listen to the song) to begin learning their parts. 3. Small groups (3-4) students perform the first section (verse) in class. While students are listening, they are asked to each write down one thing they like or don’t like about their colleagues’ performances. (Peer evaluation) 4. Teacher also offers feedback on the small group performances. | **4.3** performs music demonstrating solo and/or ensemble awareness.  **4.7** demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas.  **4.10** identifies the use of technology in the music selected for study, appropriate to the musical context  **4.12** demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences  **LS.2** vocalises, sings or plays an instrument | Evaluation of students ability to evaluate fellow students ability to identify musical techniques.  Social-Competence in participating in group activities. | Computers (Laptops), Instruments, Headphones, Internet access to blog page with sheet music. |

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| **Lesson** | **Integrated Learning Experiences, Instruction and Assessment** | **Outcomes** | **Evidence of Learning and feedback** | **Resources and Equipment** |
| **3**  **Learning, Composing, Playing.** | 1. Another Listening activity, this time focusing on the Expressive Techniques of the Pre-Chorus and Chorus Section of Seven Nation Army. In new groups (see below) students are asked to identify contrasting features in relation to dynamics and expressive techniques regarding the Pre-Chorus and Chorus Section. (Sections have been identified in previous lesson) Highlight the change in volume and the crescendo in the pre-chorus. Compare this pre-chorus to the pre-chorus of “time is running out by muse”. Identify that in both songs, the crescendo is used to build to the chorus section. 2. Students now enter new groups with students that have learned their respective part. Each group should now have a Melody, Harmony and Percussion part. Students are to now develop a short 8-bar 4/4 Melody, Harmony and Percussive line. Encourage students to think about Dynamics in the same way that the crescendo is used in Seven Nation Army. 3. Students now should continue learning the rest of the song in their new groups. They should be able to play the Verse, Pre-Chorus and Chorus of Seven Nation Army at some level. Encourage students to study and become prepared to perform this piece in their next lesson. | **4.3** performs music demonstrating solo and/or ensemble awareness  **4.4** demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing  **4.8** demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire  **4.11** demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform  **LS.10** engages in performing, composing and listening experiences for enjoyment | Group discussion of student knowledge regarding Dynamics and Expressive Techniques.  Student performance of short compositional task. | Computers (Laptops), Instruments, Headphones, Internet access to blog page with sheet music. |

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| **Lesson** | **Integrated Learning Experiences, Instruction and Assessment** | **Outcomes** | **Evidence of Learning and feedback** | **Resources and Equipment** |
| **4**  **Playing.** | 1. Class Performance of “Seven Nation Army”. NOTE: (this is not the final assessment, this is a pre-assessment ‘test’ before the real true assessment at the schools performance night. This in class performance is recorded through video and audio. 2. Students then reflect on their performance as a large group. Students identify strengths and weaknesses of the performance. 3. Students are now given more time to prepare for the School Performance Night.   \*\*Performance night occurs between lesson four and lesson five\*\* The final performance is recorded for the teacher to mark. | **4.3** performs music demonstrating solo and/or ensemble awareness  **4.7** demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas  **4.11** demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform  **4.12** demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences  **LS.2** vocalises, sings or plays an instrument | Peer and Teacher based feedback based on performance | Instruments, Sheet Music, Video and Audio recording materials and software. |

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| **Lesson** | **Integrated Learning Experiences, Instruction and Assessment** | **Outcomes** | **Evidence of Learning and feedback** | **Resources and Equipment** |
| **5**  **Learning** | 1. Teacher goes through some of the positive and negative aspects of the performance. Asks students what they liked/didn’t like. This leads into the 500 word reflection task. 2. Students have access to the final recording via a private youtube link (for legal reasons). Using this, and their own experience they are given to time to start writing a short 500 word report about the learning process of Seven Nation Army. Several Inspiration Questions are offered as a guide. | **4.7** demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas  **4.9** demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study | Use of recording to provide short feedback to students as a group. | Speakers, Playback software, recording of assessable performance. |

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| Week 1 | Period 1 | Period 2 | Period 3 |
| Key Outcome(s) |  |  |  |
| Key Concept(s) |  |  |  |
| Learning Experiences |  |  |  |
| Evidence of Learning |  |  |  |
| Resources |  |  |  |

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| Week 2 | Period 1 | Period 2 | Period 3 |
| Key Outcomes |  |  |  |
| Key Concepts |  |  |  |
| Learning Experiences |  |  |  |
| Evidence of Learning |  |  |  |
| Resources |  |  |  |

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| Week 3 | Period 1 | Period 2 | Period 3 |
| Key Outcomes |  |  |  |
| Key Concepts |  |  |  |
| Learning Experiences |  |  |  |
| Evidence of Learning |  |  |  |
| Resources |  |  |  |

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| Week 4 | Period 1 | Period 2 | Period 3 |
| Key Outcomes |  |  |  |
| Key Concepts |  |  |  |
| Learning Experiences |  |  |  |
| Evidence of Learning |  |  |  |
| Resources |  |  |  |

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| Week 5 | Period 1 | Period 2 | Period 3 |
| Key Outcomes |  |  |  |
| Key Concepts |  |  |  |
| Learning Experiences |  |  |  |
| Evidence of Learning |  |  |  |
| Resources |  |  |  |

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| Week 6 | Period 1 | Period 2 | Period 3 |
| Key Outcomes |  |  |  |
| Key Concepts |  |  |  |
| Learning Experiences |  |  |  |
| Evidence of Learning |  |  |  |
| Resources |  |  |  |