

KS3 Music- Rock Band

Understands the key roles of each instrument in a rock band:

Guitar- provides the riff and melody

Vocals (Microphone)- Sings the main melody

Keyboard- adds to the melody

Drums- create the beat

Bass Guitar- Provides the baseline for the song and may be used to create a riff

Subject curriculum intent:	Students will have the opportunity to sing, compose, to listen to music, to experience different musical instruments, to perform and to enjoy music. Music is a universal language that embodies one of the highest forms of creativity. As pupils progress, they will develop a critical engagement with music, allowing them to compose, and listen to a wide range of music from their own cultural heritage and from other cultures. Students will also develop their life skills as they use problem solving, communication, teamwork, self-belief and self-management as they work within various ensembles to compose and perform their music. Students will also have an opportunity to further develop their musical skills via school ensembles and small group instrumental lessons.		
End of KS3 intent/outcome	End of KS4 intent/outcome	End of KS5 intent/outcome	
<p>Students will have an understanding of how to play a range of different instruments and know that music can be graphically represented in the same way for each one.</p> <p>Students will know that that there are a range of different styles of music and be able to analyse each type</p>	<p>Students will have a deeper understanding of how to perform and compose music. They will develop an understanding of musical notation and how it applies to performed music</p> <p>Students will understand that music can be listened to for pleasure and that there is a range of different types of music and different people may prefer different styles of music</p>	N/A	
Intent for this topic:			
Core vocabulary needed for this subject/topic:	<p><u>Subject:</u> Music, compose, perform, instruments, voice, technology, pitch, tempo, dynamics, rhythm, melody</p> <p><u>Topic:</u> Rock music, guitar, keyboard, microphone, bass guitar, drums, tempo, dynamics, riff, beat</p>		
Vocabulary pupils will have accessed in	Sound- science		

other topics or subject areas:				
Key vocabulary taught within this topic:	Riff, tune, beat, melody, pluck, hit, strum, sing			
Prior knowledge: what pupils may already have studied				
Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
KS3	Music	Music for film – graphic scores	Autumn/year 1	Pupils may have followed and created their own graphic scores during this topic.
KS3	Music	Sing sing sing	Spring/year 1	Pupils may have had the opportunity to perform as part of a group or individually.
KS3	Music	Keyboard skills	Summer/year 1	Pupils may have opportunities to learn to play the keyboard and perform to their peers.
KS3	Music	Melodies	Autumn/year 2	Pupils will be aware of what a melody is and may have had opportunities to compose and perform their own melody.
KS3	Music	Indian music	Autumn/year 2	Pupils may have explored a range of different instruments for a specific purpose. They will have covered which instruments may be grouped together eg. Sitar and guitars are both stringed instruments. They may also have experience of playing different parts as part of a group piece (raga, tala and drone)
KS3	Music	Music Technology	Summer/year 2	Students will have explored how to create specific styles of music. They will have explored different styles of music and how to create different parts of a score that work together to create a whole piece of music. They will also have experienced using ipad and computer software to create their own music
Links to other subjects: ICT, phonics (sound discrimination)				

	<u>B2 P Steps 5-6</u>	<u>B2 P Steps P7-8</u>	<u>B2 Step 1</u>	<u>B2 Step 2</u>	<u>B2 Step 3</u>	
Key Learning Theme- Understanding the key roles of instruments in a rock band						
<u>Subject specific knowledge</u>	Is able to match the following instruments: Guitar Drum Microphone	Knows the names of the following instruments: Guitar Drum Microphone	Knows that the microphone and guitar are key instruments used to create the riff in rock music.	Knows the functions of each instrument in a traditional rock group Understands why music is recorded differently for different instruments eg.		

		Keyboard Bass Guitar	Knows that music is written differently for different instruments	Tuned instruments need both a rhythm and pitch recorded
<u>Subject specific skills</u>	<p>Is able to create a sound on each of these instruments: Guitar Drum Microphone</p> <p>Is able to perform solo and within a small group</p>	<p>Is able to correctly produce a sound on each of these instruments: Guitar Drum Microphone Keyboard Bass Guitar</p> <p>Is able to use a graphic score to perform both solo and in a small group</p> <p>Is able to start and stop at the correct time when performing as part of a group</p>	<p>IS able to use a graphic score to write their riff</p> <p>Is able to perform a solo riff as part of a small group performance</p> <p>Is able to identify which score to follow based on the instrument they are playing</p> <p>Is able to lead a small group to start and stop performing together</p>	<p>Is able to create a graphic score for each instrument in their composition</p> <p>Is able to perform their composition as a solo and small group performance and give constructive feedback to their peers with regards to how they want the music performed.</p> <p>Is able to identify which instrument should be playing a graphic score based on features of the notation. Eg. Colour coding for pitch, words for the vocals etc.</p> <p>Is able to conduct a small group performance including cues to the musicians such as when to start, stop, play louder, quieter etc.</p>

<p><u>Suggested teaching activities</u></p> <p><u>How should I teach this?</u></p>	<p>-physical exercises to get them to understand tempo and dynamic</p> <p>-students match graphic score symbols to sounds (i.e. a red star may symbolise a loud hit on a drum).</p> <p>-students select the appropriate graphic score to match an instrument</p> <p>Instrument and sound identification games</p> <p>-matching symbols to instruments</p> <p>-matching names to instruments</p> <p>-matching pictures of instruments to sounds</p> <p>-blindfold students-student identify the instrument by touch</p>	<p>Getting students to physically feel pulse and rhythm is crucial to their knowledge and skill development.</p> <p>-Physical exercise which include getting students to march in time to a steady pulse (very tempo)</p> <p>-introduce traditional notation (i.e. repeated 4 crotchets = 4 steps = 1 action per beat)</p> <p>-introduce traditional notation (i.e. repeated 4 pairs of quavers = 8 steps = 2 actions per beat)</p> <p>-introduce traditional notation (i.e. repeated 4 pairs of semi-quavers = 16 steps = 4 actions per beat)</p> <p>-Mix the above</p> <p>-students work in pairs to practice and test each other when playing pre made rhythms.</p> <p>-students match adjectives (used to describe timbre) to sounds</p> <p>-students select appropriate pictures to match the above answers</p> <p>-students match sounds to percussion instruments.</p> <p>-aural and visual tests-students have to identify instrument and state if tuned or untuned.</p>
<p><u>Personal development</u></p>	<p><u>Problem solving-</u> Linked to composing to a specific criteria / identifying and correcting errors.</p> <p><u>Teamwork-</u> Linked to the leadership and collaboration work involved with the group compositions and performances.</p> <p><u>Self-management</u> Linked to the appropriate selection, collection and use of the equipment. Prioritising tasks when working to a set brief.</p> <p><u>Communication skills-</u> Asking appropriate questions and listening to responses when troubleshooting ICT issues / instrument issues.</p> <p><u>Self-belief-</u> Never giving up if unable to resolve the issues, performing as part of a group as well as solo. Embracing appropriate feedback.</p>	
<p><u>Online resources</u></p> <p>https://leicestershiremusicshub.org/music-tech-ks3</p> <p>https://www.bbc.co.uk/teach/class-clips-video/music-ks3-gcse-introduction-with-dev/zmyygw</p> <p>https://www.bbc.co.uk/search?filter=bitesize&scope=bitesize&q=music+technology</p> <p>https://www.musicrepo.com/music-technology-glossary-of-terms/</p> <p>https://www.soundonsound.com/sound-advice/glossary-technical-terms</p>		
<p><u>Evidencing Work</u></p> <p>All work sheets need to be printed off (where appropriate levelled in accordance with the rubric), students need to self-assess and work needs to be put in student folders.</p> <p>Practical activities need to be evidenced with an individual picture feedback sheet (see example in curriculum folder).</p>		

Save any individual Book Creator activities/files to a student folder.
Live performances need to be recorded and formatted within Book Creator.