

Key Stage 3 Scheme of Work

Unit No. K6 Title : Popular Styles at the Keyboard Year : 9

Aim	To understand the characteristics of major forms of popular music To learn the principles of improvising using the blues scale To understand walking bass patterns To learn the structure of the 12 bar blues	
Required resources	Keyboards Keyboard booklets Suitable recordings as required to illustrate musical points. Bill Hayley's <i>Rock around the Clock</i> and Bob Marley's <i>Buffalo Soldier</i> are the pieces studied in this unit.	
Optional resources		
Differentiation	Differentiation will be largely by outcome. More able pupils should be encouraged to experiment with sequencers and scorewriters.	
Cross curricular elements/Key Skills	AON	
	Comm	Evaluation of own and others' work by appraising work.
	IT	Use of Sequencer and scorewriter to input bass lines with rhythm
	WWO	Throughout unit
	IOLP	Self evaluation of work and of performances so that editing and refining can take place effectively.
	PS	Improvisation tasks given in the form of problems to be solved.
Assessment arrangements	Pupils will be assessed on their knowledge of the chord and melody parts of one of the two pieces studied. They will also be assessed on their improvisation skills. See separate assessment sheet for details.	
Expectations	<p>Most pupils will : perform both automatic chords and melody separately for two popular songs. They will improvise with a degree of fluency using the notes of the blues scale. They will understand the characteristics of Rock n' roll and of Reggae.</p> <p>Some pupils will not have made so much progress and will : perform parts of the chords and melody separately for two popular songs. They will improvise using limited notes of the blues scale. They will understand some of the characteristics of Rock n' roll and of Reggae.</p> <p>Some pupils will have progressed further and will : begin to put two hands together playing automatic chords with melody for two popular songs. They will improvise with fluency and flair using the blues scale. They will understand and will have researched characteristics of Rock n' roll and Reggae.</p>	
Summary of learning points	<ul style="list-style-type: none"> • 12 bar blues structure • Improvisation on blues scale • Characteristics of Reggae music • Performance of Rock n' roll music • Performance of Reggae music. 	

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1	<p>Explain about walking bass and demonstrate it yourself using a suitable Rock n' roll beat. Go through it line by line. With 'slower' classes, it is usually best to give them 5 minutes just working at this first line, with quicker classes, the whole thing can be given to them to work at in one go.</p> <p>The B flat might need explaining.</p> <p>Emphasise the importance of playing in time to the beat.</p> <p>If necessary, now give them the 2nd line to learn. This is a little harder because it changes to the riff on C in bars 7 and 8.</p> <p>If they manage this quite easily, it can be made more interesting by asking them to change the way they play it on the repeat. This can be done by repeating notes, playing it in dotted rhythms etc.</p>
2	<p>Here, they will play the standard <i>Rock around the Clock</i> melody. At this stage, you could play them a clip of the song and ask questions about the instruments playing, the solos that are being played, how many bars long it is etc.</p> <p>The sheet music here is in two parts. The auto chords are written above the staff and the notes of the melody are written below the note heads. They may need some instructions about playing automatic chords at this stage. More able students may be able to play both the RH and LH simultaneously.</p> <p>The song is best learned in stages, line by line. Note that in this version, the rhythm has been simplified and may be altered if you wish.</p>
3	<p>This card explains the principles of improvisation using the notes of the blues scale. There are two parts. The chords should be simple to play, since they are the same as the ones used in the song for card 2. The pupil on the right now has to improvise using the notes of the blues scale.</p> <p>This is best tackled in stages.</p> <ol style="list-style-type: none"> 1. Improvise using only the notes C and Eb 2. Introduce the note F 3. Introduce the note G and Bb <p>Finally discuss the possibility of going into higher octaves.</p> <p>Both pupils will need to swap over and be assessed for this card.</p>
4	<p>Sometime in this lesson, play a clip from a Reggae song and ask relevant questions about the instrumentation, characteristics, rhythm etc.</p> <p>This card explains the main characteristics of Reggae music and has some cliched examples for the pupils to try out.</p> <p>Finally, the pupils are asked to create their own Reggae riff.</p>
5	<p>The final card in this unit is similar to card 2. This is an actual example of Reggae music and has some historical notes attached.</p> <p>Again, the pupils should swap over when they have finished their parts.</p> <p>Assessment on performance should be made at this stage.</p>