


# ROCK MUSIC



PRIMARY	Year	5/ 6	 <b>MUSICAL CONTEXTS</b>
<b>General Topic</b>	Exploring features of a popular music style		
<b>Scheme of Work Overview</b>	<p>This unit looks at Rock as a musical genre developed in the 1950's from the combining of country and western and rhythm and blues in the form of Rock n roll. Pupils learn about the origins and key features of Rock music by listening to a variety of songs and performing the main musical features. Patterns are explored and are developed into a version of into the twelve-bar blues, upon which most pop music is based. Pupils learn about triads as a type of musical chord, beats and riffs, and explore them practically. .Higher ability pupils can experiment with melodic ideas, improvising over the chord sequence. Pupils take part in class performances in a variety of rock styles. Pupils explore differences between the type of sounds created and the impact of electrical effects. There are opportunities for solo and group singing, focusing on quality of sound and expression.</p>		
<b>Unit Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Learn about the key musical features of Rock music</li> <li>• Learn about chords and triads, how these are constructed and fit into a defined structure</li> <li>• Learn about how to perform as a group, and introduce various features such as cues, intros etc</li> <li>• Listen to a variety of songs from different rock sub genres.</li> <li>• Learn different ways to sing and use your voice expressively</li> </ul>		
<b>Cross-Curricular Links</b>	<p>This unit provides cross-curricular links to:</p> <p><b>Dance</b> – various styles as applied to sub genres, focusing in regular beat</p> <p><b>Textiles</b> – Fashion, image</p> <p><b>Science/Technology</b> – Development of amplification equipment, electrical instruments especially guitar</p> <p><b>Literacy</b> – construction of lyrics, use of language</p> <p><b>History</b> – Social, Political and economical issues influencing development of 'rock' persona</p> <p><b>Numeracy</b> – counting beats in the bar</p>		
<b>Prior Learning</b>	<p>It is helpful if pupils have:</p> <ul style="list-style-type: none"> <li>• Experience of playing in a group and awareness of music pulse</li> <li>• Have heard rock music before and some understanding of its place in popular culture</li> <li>• Experience of playing instruments and exploring sounds</li> <li>• Listening to extracts and some understanding that music is made up of different components</li> </ul>		

Expectations & Learning Outcomes		
<p><b>All Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Be able to recognise some of the key features of rock music</li> <li>• Understand that the origins of rock lie in Rock 'n' Roll which emerged in the 1950's with musicians such as Elvis Presley</li> <li>• Perform a simple Rock repeating beat, riff or chord in time with the pulse beat</li> <li>• Sing Rock songs with support as part of a group with some awareness of the melody and rhythm</li> <li>• Understand chords have at least 2 notes and be able to change between 2 chords as part of a group piece</li> <li>• Perform simple parts in whole class performances such as strumming, playing a rhythm or riff showing awareness of the beginning and end</li> <li>• Show an awareness of the lyrical content of Rock</li> <li>• Have had the experience of listening to a variety of rock sub-genre and should be able to identify one simple difference</li> </ul>	<p><b>Most Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Understand the origins of Rock and how it was influenced from other types and styles of music</li> <li>• Identify some musical features when listening</li> <li>• Perform chord patterns following the overall structure</li> <li>• Sing the main chorus parts with confidence as part of a group piece</li> <li>• Understand the pattern of constructing triads as a type of chord</li> <li>• Perform with awareness of how own parts fits with others</li> <li>• Identify the main features and themes in lyrics</li> <li>• Compose, arrange, rehearse one aspect of rock music individually and be able to record or perform</li> </ul>	<p><b>Some Pupils will :</b></p> <ul style="list-style-type: none"> <li>• Correctly identify musical features relating to instrumentation and singing styles when listening to a variety of Rock 'n' Roll music</li> <li>• Perform two or more riff patterns</li> <li>• Take on solo parts in group performances</li> <li>• be able to play a 3 notes chord and change between</li> <li>• Know, construct and perform chords of C,F,G changing smoothly between each chord as part of a twelve-bar blues chord progression</li> <li>• Perform more complex parts in solo and group activities</li> <li>• Take on a leading role in composing, arranging, rehearsing, refining, performing and evaluating in the group task</li> </ul>
Language for Learning/Glossary		
<p><i>Through the activities in this unit, pupils will be introduced to specialist vocabulary :</i></p> <p><b>BEAT/COUNT/RHYTHM/BAR</b> – words used to mark the pulse and time in music ensembles</p> <p><b>BASS LINE</b> – the lowest part of the musical textured</p> <p><b>CHORD</b> – a group of two or more notes played together at the same time</p> <p><b>CHORD PROGRESSION</b> – a set series of chords <i>e.g. twelve bar blues</i></p> <p><b>HARMONY</b> – the sound produced by different notes or parts performing together</p> <p><b>LYRICS</b> – another term for the words of a song,</p> <p><b>TRIAD</b> – a type of chord constructed of the root, third and fifth</p> <p><b>TWELVE-BAR BLUES</b> – a type of chord progression upon which much pop music is based</p> <p><b>IMPROVISATION</b> – using the chord structure, to make up your own melody part (middle 8)</p>		
<p><b>Future Learning</b></p> <p><i>Pupils could go on to:</i></p> <ul style="list-style-type: none"> <li>• Add solo improvisation sections</li> <li>• Create their own lyrics to fit over a basic 12 bar blues structure</li> <li>• Explore the influence of socio/political/economic issues on music/songs/lyrics</li> </ul>	<p><b>Enrichment</b></p> <p><i>Learning could be enriched through:</i></p> <ul style="list-style-type: none"> <li>• Watching live performances of Rock bands or artists performing on You Tube®</li> <li>• Demonstrating different effects on an electric guitar and amplifier</li> </ul>	



## Rock music songs & genres

Each lesson will focus on one style of rock through listening, exploring and performing a chosen song which typifies that sub-genre

In each lesson students will :

- experience a group workshop and performance
- develop their understanding of the components of rock music by rehearsing an identified feature eg beat, riff
- have the opportunity to explore a variety of instruments as found in a rock band – guitar, bass, drums, keyboard, percussion, vocals (backing vocals)

Focus songs will be chosen from this list as appropriate for the group (all will try rock n roll) :

Glam rock – We will Rock you (Queen)	BEAT, PATTERN, STRUM
Heavy Metal rock – Smoke on the water (Deep purple)	BEAT, RIFF, BASS PEDAL
Emo rock – Black parade (My Chemical Romance)	MELODY, CHORD PROG
(Elena Siegman) 115	MILITARY DRUM ROLL
Britpop – Wonderwall (Oasis)	VOCAL - SCREAMO
Surf Rock – Wipeout (Surfaris)	CHORD PROG, VOCAL, BEAT
Prog Rock – we don't need no education (Pink Floyd)	STRUCTURE, CHORDS
Punk Rock – (Sex Pistols) 'God save the Queen' / (Green Day)	VOCAL, LYRICS, RIFF
Blues Rock – (Eric Clapton)	RHYTHM BASS LINE
Thrash Metal – (Metallica) trapped under ice	STRUCTURE, CHORDS
New Wave – (Eurythmics)	TEMPO, BEAT, RIFF
Grunge – (Nirvana) Smells like teen spirit	RIFF, ELECTRONICA
Heart Shaped box	RIFF, BEAT, STRUCTURE
ALT Rock – Red Hot Chilli Peppers	BEAT, STRUM, RIFF
Pre rock :	
Rock n Roll – Hound dog (Elvis)	STRUCTURE, PATTERNING



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