

YEAR 9 PERFORMANCE STUDIES (MUSIC)

Britpop SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>The national curriculum encourages pupils to perform, listen to, review, and evaluate music across a range of historical periods, genres, styles and tradition. Learning about Britpop helps students to understand history, influences and development of this musical genre that changed Britain. The scheme of learning refers to a cultural phenomenon of “Cool Britannia” with links to key artists.</p> <p>Whilst the keyboard topics in Y7 and Y8 explore the elements of music and the 12 Bar Blues, Britpop explores the instrumentation, tone and techniques used within the styles. Through listening and practical keyboard-based activities, students can further develop their knowledge of music theory and refine their playing technique to perform existing music.</p> <p>Students explore simple chord progressions, distinctive guitar strumming patterns, drum fills, distorted guitar sounds, hammer-on and tremolos.</p> <p>In solo/paired tasks, pupils develop their technique and ensemble awareness as they rehearse and prepare for a ‘work in progress’ or final performance for assessment. Strong keyboard/piano players will be able to perform more than one song using both hands.</p>	<p>The scheme of learning will focus on the following three key skills and concepts:</p> <ol style="list-style-type: none"> 1) Playing The Verve riff accurately and rhythmically on the keyboard 2) Listening to and analysing Britpop instrumentation and melodic devices 3) Understanding key Britpop music terms and song structure <p>These are the three key areas that enable students to successfully perform a riff and gain an understanding of simple chord progressions. Development of these skills extends knowledge of different genres of music and builds on existing keyboard playing technique. Once acquired, these skills feed into music GCSE which may be taken as an option in Y10 by providing transferable skills focusing on how we compose, perform and listen to music.</p>	<p>Genre – Pieces of music sharing the same features.</p> <p>Britpop – British-based music genre of mid-1990.</p> <p>Chord – Two or more notes played together.</p> <p>Melody – A tune.</p> <p>Ascending – Melody moving upwards.</p> <p>Descending – Melody moving downwards.</p> <p>Conjunct – Moving stepwise.</p> <p>Disjunct – Moving in leaps.</p> <p>Britpop Band Line Up – Typical of a rock band, including drums/bass/ guitar/vocals and keyboards.</p> <p>Cool Britannia – Cultural British cultural movement in mid 90s.</p> <p>Britpop topics – About British places and everyday life, singing in the first person.</p> <p>Instrumentation of Britpop – Guitar based, real instruments (not synthesisers).</p> <p>Britpop song structure – Simple, popular song structure with verse and chorus and bridge.</p> <p>Middle 8 – Section of a song, usually in the middle and lasts 8 bars. Its purpose is to provide contrast from the verse-chorus repetitions.</p>



Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<p>Throughout the scheme of learning, teachers will use various approaches to support lower ability students and stretch more gifted keyboard and piano players in the following ways:</p> <ol style="list-style-type: none"> 1) Playing with one or both hands Some students may perform hands separately whereas others may perform melody with an accompaniment at the same time. 2) Learning additional songs Students may perform from the selection of songs, pieces of increased difficulty (example There She Goes). 3) Using musical notation or letter name sheets Challenge is given to those who may already read music. Support is given to help students learn how to sight-read music and note letters may be written on keyboards with dry wipe pens to make the task achievable for all. <p>The scheme of learning caters for all abilities through the three music specific differentiation strategies above. There is a range of abilities in a music class due to keyboard/piano playing being a skill that requires understanding of technique, coordination of hands and fingers and ensemble awareness; this scheme of learning allows all abilities to progress. Higher achievers may play perform a solo or learn additional songs, whilst lower achievers can focus on single notes in one hand and increasing difficulty once this has been achieved. Pupils will predominantly work in pairs and consideration will be given to these pairings to enable students to feel comfortable in their environment. These strategies enable all students, regardless of SEND requirement, to be ambitious about their own musical ability.</p>	<p>Social Issues</p> <ul style="list-style-type: none"> ● TV news clips/ articles from the 1980-90s ● Underrepresentation of female artists. <p>Wider world learning</p> <ul style="list-style-type: none"> ● Exploring how Elastica brought a much-needed female perspective to the predominantly male represented Bripotop ● Musical influences on Britpop. ● Examples of political and social issues 	<p>Students will have the opportunity to further their skills at the weekly afterschool music club which is provided free of charge by the Music department (every Thursday).</p> <p>Students have the opportunity to have 1:1 instrument lessons in school.</p> <p>Students will have the opportunity to perform in school venues (to be confirmed).</p>

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<p>Britpop was a youth culture movement that came about in the mid-1990s as a reaction to both, Alternative Rock music scene that was occurring and the disgruntled attitudes that the people of Britain had as a result of social deprivation and political problems. Britpop music carried a sound that was influenced by bands of the 1960's such as the Kinks and the Beatles as well as having a Punk rock influence. Artists were writing songs about everyday life, featuring catchy melodies and often regional accents.</p> <p>Music is a sociable subject and students are encouraged to work with students they would not necessarily work with. They then develop the ability to work in pairs/groups with a range of people, preparing them for later education and life.</p> <p>In addition to the above, the performance studies values are key in keyboard playing, for example:</p> <ul style="list-style-type: none"> ● Inspiration: Listening to and learning music from famous artists such as Oasis, Blur, The Verve and Pulp ● Excellence: Solo performing opportunities, practice make permanent ● Respect: Respecting those you make music with because everyone is unique in their musical ability ● Determination: Improving your skills and mastering an instrument technique 	<p>Time signatures: 4/4 times Distinctive strumming patterns</p> <p>Note values: Note value pyramid – simple way to demonstrate the relationships between different note values (e.g. quaver is half a beat).</p> <p>Reading worksheets and information on PowerPoints with clear keywords highlighted.</p> <p>Reading, writing, and learning Britpop terminology.</p>	<p>Long sessions of practice time are best. Short practice tasks repeated frequently are much more effective and produce optimal results rather than one long session.</p> <p>Always learning a new piece from the beginning to the end. Rather than playing the piece always from the beginning, focusing on the most difficult section first will result in playing the hardest part the most number of times and building up confidence.</p>
<p>Assessment timeline:</p>		
<p>Using music videos as examples, students will develop their understanding of the moral, social and cultural times in the 1990's when Britpop was extremely popular. Throughout the scheme, work in progress performances are given which allow students to reflect on their learning and gain confidence at performing. Students will be formatively assessed lesson by lesson and given extension tasks (such as adding a second part or learning additional pieces) to increase challenge. The teacher will demonstrate how to perform each section, this will allow students to see the model that they are trying to achieve for each skill or task. The final lesson of the scheme of learning will be match based to enable the teacher to derive a <u>head</u> and <u>hands</u> level for the skills and concepts in this scheme. The <u>heart</u> level will be derived lesson by lesson and will be an average of how students have demonstrated effective attitudes towards the key descriptors.</p>		
<p>e learning/extra-curricular</p>		

- Some students may have their own instrument to practice on and may take a worksheet home.
- Music afterschool club every Thursday.
- Suggested Listening:

Oasis – Live Forever (1994)

Pulp – Disco 200 (1995)

Suede – Filmstar (1996)

Ocean Colour Scene – The Day We Caught The Train (1996)

Feedback

Feedback from the teacher in keyboard lessons will be purely verbal and specific to the lesson objective. Teachers will observe students rehearsing/performing in every lesson. **The teacher should aim to provide one piece of feedback on rehearsing/performing every lesson for every child. This will vary due to the size of classes.**

Due to the nature of learning an instrument, peer feedback will be incorporated frequently. Often students are feeding back to the class and this provides an excellent opportunity for them to give details on what went well and what could be improved.

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													