



Subject: Music

Module 5: 4 chords and a catchy melody: How pop music works

Overarching Topic:			
<p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>	<p>Attempting to unravel the mystery of how to write a 'hit', Topic 5 in the KS3 journey develops students' confidence with composition by reducing pop music to 5 simple parts: 4 specific chords, a pentatonic melody, a verse-chorus structure, a repeating bass riff and a rock groove. Giving students a 'formula' allows them to succeed in creating a coherent piece of music and simultaneously learn about conventions and style.</p> <p>Students have experienced performing pop music in previous topics without analysing features so this topic delves deeper building on their understanding of the elements.</p> <p>Ahead of exploring the Blues in Year 9, this topic merges performance with composition in an accessible way, encouraging students by offering them challenge with music they can relate to. Class 'concerts' can be prepared following the <i>musical futures</i> model or support individual/paired performers. Featured performance pieces vary, allowing to keep up to date but also to support differentiation and challenge. Songs range from hits such as Lewis Capaldi's 'Someone you loved' to 'Love me do' by the Beatles or 'Fix you' by Coldplay.</p>		
	Critical	Core	Pinnacle
<p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p>	<p>Can I label all the instruments in a pop band?</p> <p>What is the 4-chord sequence?</p> <p>What is a pentatonic melody?</p> <p>What is a 'standard rock groove' and can I play it?</p> <p>What is a (bass) riff?</p> <p>How is verse-chorus form laid out?</p> <p>Can I perform the melody or chords from a famous 4-chord song?</p>	<p>Can I identify all the instruments in a pop band and know about others that sometimes feature?</p> <p>Can I memorise the 4-chord sequence?</p> <p>Can I identify drum kit features such as groove and fill?</p> <p>Can I perform a famous bass riff, pop song verse & chorus and melody (separately or in a group)?</p> <p>Can I describe the difference in a 'bridge' or 'middle 8 section'?</p>	<p>Who are session musicians, backing singers and producers?</p> <p>Can I play 2 different 4-chord sequences (major/minor) and/or multiple parts at once?</p> <p>Can I create a catchy pentatonic melody?</p> <p>How do I write & 'set' lyrics to a melody?</p> <p>Can I explore using crash, open/closed hi-hats, rim shots and a change of groove in my drum part?</p> <p>Can I perform/compose as part of a band?</p> <p>Does my song include a bridge, middle 8, pre chorus & outro?</p>
<p>The Key Skills/ Techniques</p>	<p>The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.</p>		
	Skill/Technique	How will this skill be developed?	
	<p>Performance: accurately playing parts with good technique creating a fluent performance and good solo/group skills.</p>	<p>Regular practise through practical activities each lesson. Verbal feedback weekly. Guided tracker to show next steps/skill/technique. Formative feedback. Class 'concert' performance.</p>	
<p>Listening & appraising: recognising instruments, chords, sections and discussing using key vocabulary & questioning</p> <p>Notation: Developing music notation</p>	<p>Regular aural activities (whole class & individual). Low stakes quizzing. Activities based on key vocabulary.</p> <p>Homework and lesson activities developing, refining and improving notation. Using notated scores to perform from.</p>		