NCFE

NCFE Level 1/2 Technical Award in Music Technology (603/7008/7)

Teacher\Department		Content area	3: **Musical elements, musical style and technology**
Guided Learning Hours (GLH)	24 GLH	Lessons	24 x 1 hour lesson

Teaching content
3.1   Musical elements, musical style and technology **3.1.1**   Structural Sections 3.1.2   Form 3.1.3   Melody 3.1.4   Harmony 3.1.5   Rhythm 3.1.6   Instrumentation **3.2   Musical Style** 3.2.1   Musical elements and musical style 3.2.2   Musical style and music technology
Writing: spelling and grammar (Lessons) Discussion (All lessons) Oracy (All lessons) Maths (Lessons 1-7, 9-11, 13-24)
Opportunities to embed equality and diversity
Musical styles (All lessons)

Opportunities to embed Prevent duty and British values

Regulated unit title and code as written in qual spec (R/618/6060)

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
1	**Starter Activity: 5 minutes** Below are different sections that can create the structure of a piece of music. How many can you define? 	intro	chorus
riser	breakdown
bridge	coda
drop	verse
pre-chorus	refrain
middle 8	outro | **What will you learn:** You must be able to: • **Define** what structure means • **List** the different sections that can appear in a song structure • **Describe** function of the different sections You may also be able to: ● **Identify** sections of a structure through listening **Slide 7:** Get learners to clap the pulse and demonstrate how to count the bar numbers. This will support them in the activity.	PPT, Workbook, Computers, headphones/speakers mini whiteboards if available.	Think, pair, share.	**3.1.1**

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content

	Activity 1: 8 minutes:
	Listen to the following songs and:
	• Figure out how many bars the intro is.
	• List what instruments you can hear during the intro.
	1. **Becky Hill: My Heart Goes (2021)**
	2. **Jimmy Ruffin: What Becomes Of The Broken Hearted (1966)**
	3. **Sugababes: Round Round (2002)**
	4. **Arctic Monkeys: From the Ritz To The Rubble (2006)**
	This activity could be done using whiteboards/in pairs depending on cohort.
	
	Feedback:
	1. Becky Hill: My Heart Goes (2021)
	    4 bars long. Synthesised chords, vocals & riser.
	
	2. Jimmy Ruffin: What Becomes Of The Broken Hearted (1966)
	    11 bars long. Electric bass guitar, acoustic drums, brass section, acoustic piano, vocals.
	3. Sugababes: Round Round (2002)
	    4 bars long. Synthesised drone & electronic drums.
	
	4. Arctic Monkeys: From the Ritz To The Rubble (2006)
	    No introduction.
	
	Activity 2: 8 minutes:
	Task 1:
	Using research and any prior knowledge, find out the definitions of the following sections: verse, pre-chorus, chorus, bridge & outro.
			Checking answers by showing whiteboards. Teacher circulation during activity.
			
			Students present analysis to class. Assess against the exemplar analysis.	

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	Stretch and challenge: Can you think of any other sections that are not listed above? ***Possible responses:*** ● ***Drop*** ● ***Build up*** ● ***Riser*** **Activity 2 part 2: 8 minutes** *Analyse the structure of: Everything Everything: Cut Up! (2022) using the sections: intro, verse, pre-chorus, chorus, bridge and outro.* Learns could do this using mini whiteboards or their booklets. **Feedback:** Learners could compare findings with a partner or demonstrate to the class their analysis. This can then be compared with the analysis on the next slide. It is important to discuss how not every song will have all of these sections and alternative section names could be used. Especially depending on the genre of music. **Activity 2 part 2: 8 minutes** Analyse the structure of a song of your choice using the sections: intro, verse, pre-chorus, chorus, bridge and outro. You could provide students with the option of a few songs that contain this structure in order to support learning. Stretch & challenge: Students should discuss why they think a section doesn't fit one of these names sections and why.		Learners justify analysis. Learners applying knowledge learnt to another song. Scaffolded choices to support learners.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	For example, a 1 bar break section between chorus and verse wouldn't count as a bridge but acts as a short linking section. **Progress check:** 1. A verse section repeats the same lyrics every time. *FALSE* 2. A pre-chorus is a type of bridge. *TRUE* 3. The bridge section must come towards the end of a song. *FALSE* 4. The role of a pre-chorus is to build tension for the chorus. *TRUE* 5. The role of the chorus is to tell the story. *FALSE* 6. A song must have an intro, verse, pre-chorus, chorus, bridge and outro to be a real song. *FALSE* 7. Every song has an introduction. *FALSE* **Lesson recap:** **Can you now:** **Define** what structure means **List** the different sections that can appear in a song structure **Describe** function of the different sections **Identify** sections of a structure through listening **Home study:** 1. Choose two songs that are currently in the Top 40 singles charts. Analyse their structure using the sections: intro, verse, pre-chorus, chorus, bridge and outro.		Learners answer progress check and log score in workbook.	
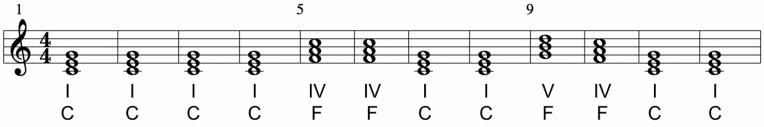
Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Stretch & challenge: How many bars does each section last for? Count the pulse. Learners could be supported by songs being chosen within the lesson. **End of Lesson**			
2	**Starter Activity: 5 minutes** Listen to **Paloma Faith: Crybaby (2017)** Place the sections below in the correct order for this recording. intro verse pre-chorus chorus bridge outro Stretch & Challenge: How many bars do the 1st chorus and bridge last for? **What will you learn:** You must be able to: By the end of the lesson	PPT, Workbook, Computers, DAW, headphones, mini whiteboards if available.	Learners having to recall information from previous lessons and apply. Ability to correctly identify sections heard. Learners having to identify sections within structure.	**3.1.1**

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	You must be able to: • **List** the different sections that can appear in a structure • **Describe** function of the different sections • **Explain** the difference between similar sections You may also be able to: • **Recreate** a riser section using your DAW skills **Slide 7: prior knowledge** <table><tr><td>refrain</td></tr><tr><td>riser</td></tr><tr><td>drop</td></tr><tr><td>breakdown</td></tr><tr><td>middle 8</td></tr><tr><td>coda</td></tr></table> Before learning about these sections check to see if learners are familiar with any. It is likely that they may have heard of a riser, drop or breakdown. This could then provide some learner led teaching. **Activity 1 10 minutes: refrain** Listen to the following songs and decide: • If the song has a refrain or chorus and why? 1. **Abba: Why Did It Have To Be Me? (1976)** 2. **Carly Rae Jepson: Call Me Maybe (2012)** 3. **Fugees: Killing Me Softly With His Song (1996)** 4. **Kelly Clarkson: Since You Been Gone (2004)**		Learners applying knowledge of a refrain and chorus from previous lesson to determine if	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Feedback: Listen to the following songs and decide: • If the song has a refrain or chorus and why? 1. **Abba: Why Did It Have To Be Me? (1976)** Refrain: 'Why Did It Have To Be Me?' – Repeated at end of verses. 1. **Carly Rae Jepson: Call Me Maybe (2012)** Chorus: Repeated throughout song with big change in instrumentation & longer. 1. **Fugees: Killing Me Softly With His Song (1996)** Refrain: 'Killing Me Softly' repeated between verses but changes each time. 1. **Kelly Clarkson: Since You Been Gone (2004)** Chorus: Repeated throughout song with big change in instrumentation & longer. **Activity 2 8 minutes: risers & drops** Find 3 examples of songs that contain risers and drops. Justify why you think the section is a riser or a drop. What can you hear in the music that supports your statement? **Feedback:** If learners incorrectly identify a drop/riser this should be discussed as a class. The riser/drop examples can be used to support understanding. **Activity 3: 10 minutes: creating a riser** In electronic music, a riser will often be created by halving the note value of a snare or kick drum to build tension. In your DAW, recreate this 4 bar riser using a snare drum. • You will be given the instrumentation. • Project tempo: 120BPM		they can hear the difference between a chorus and a refrain. Learner led examples to embed understanding of a riser and drop.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content

	Students are given the snare riser audio file. Teacher should ask students what is happening to the snare drum. The note values are halving.
	Learners can import this file to help them get the note values correct.
	
	Progress check:
	  1. A) What section is this? B) What section comes next?
	  2. What makes a middle 8 different from a bridge?
	  3. Name a style of music that would contain refrains.
	  4. Name this section.
	  5. What is the difference between a coda and an outro?
	
	Feedback:
	  1. A) What section is this? B) What section comes next?
	Riser Drop
	  1. What makes a middle 8 different from a bridge? **8 bars long – middle of song**
	  2. Name a style of music that would contain refrains. **Folk**
	  3. Name this section. **Breakdown**
	  4. What is the difference between a coda and an outro?
	Coda is a longer section that brings the piece to a close.
	
	Lesson recap:
	Can you now:
	List the different sections that can appear in a structure
	Describe function of the different sections
	Explain the difference between similar sections
	Recreate a riser section using your DAW skills
			Learners answer progress check and log score in workbook.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content

	Home study:
	In our next lesson we will be looking at song form.
	    1. Find the definitions of the following forms:
	    • Through-composed
	    • Strophic
	2. Can you find an example of a song for each type of form?
	
	End of Lesson			

3	**Starter: 5 minutes**
	For Home Study you were asked to:
	    1. Find the definitions of the following forms:
	    • Through-composed
	    • Strophic
	2. Find a song example for each form.
	Share your findings with the person next to you.
	
	What will you learn:
	By the end of the lesson
	You must be able to:
	    • **Describe** what song form is
	    • **Define** the different types of song form
	    • **Explain** the difference between similar sections
	You may also be able to:
	    • **Recognise** song form through listening
		Computers, headphones, workbook.	Learners presenting information researched for home study. To support learning.	**3.1.2**

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Activity 1: 12 bar 12 minutes You will create a short composition that follows the 12 bar structure. Below is the chord sequence for the 12 Bar. • Each chord lasts for 4 beats • You can play the chords in live • You can use the pencil tool to draw notes **Activity 2: form 15 minutes** Find out the definitions of the following song forms: • Through composed • Strophic (AAA) • Binary (AB) • Ternary (ABA) • Arch (ABCBA) • Rondo (ABACA) **Stretch & challenge: Can you find song examples for each type of form?** Feedback: The next slides explain definitions of song forms with listening examples. It is important that learners listen to the examples in context.		Learners ability to recognise different song forms.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Activity 3: form 10 minutes Listen to the following pieces of music and analyse their form. Decide what form you think each piece is in and give a reason for your decision. 1. **Led Zeppelin: Rock and Roll** 2. **Frank Ocean: Pyramids** 3. **Judy Garland: Somewhere Over The Rainbow** 4. **Stevie Wonder & Ariana Grande: Faith** 5. **The Police: Every Breath You Take** An extended amount of time is given to this activity to ensure learners have sufficient time to analyse the songs. They should be making notes on the structural sections to provide justification for the form choice. **Feedback:** ! **Led Zeppelin: Rock and Roll** This song uses 12 bar form. ! **Frank Ocean: Pyramids** This song uses binary form. ! **Judy Garland: Somewhere Over The Rainbow** This song uses ternary form. ! **Stevie Wonder & Ariana Grande: Faith** This song uses 12 bar form. ! **The Police: Every Breath You Take** This Song uses rondo form.		Learners answer progress check and log score in workbook.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content

	Progress check:
	Name the following forms:
	  1. Every section is different
	  2. AB
	  3. ABACA
	  4. ABA
	  5. AAA
	  6. ABCBA
	  7. I I I I, IV IV, I I, V, IV, I I
	Feedback:
	Name the following forms:
	  1. Every section is different: **Through composed**
	  2. AB: **Binary**
	  3. ABACA: **Rondo**
	  4. ABA: **Ternary**
	  5. AAA: **Strophic**
	  6. ABCBA: **Arch**
	  7. I I I I, IV IV, I I, V, IV, I I: **12 bar**
	
	Lesson recap:
	Describe what song form is
	Define the different types of song form
	Explain the difference between similar sections
	Recognise song form through listening
	
	Home study:
	In our next lesson we will be looking at Time Signatures.			

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Find out: 1. What a time signature means 2. What BPM stands for 3. What Tempo stands for 4. What 4/4 time means Use **musictheory.net** to help you. **End of lesson**			
4	**Starter: 5 minutes** For your home study you were asked to: Find out: 1. What a time signature means 2. What BPM stands for 3. What Tempo stands for 4. What 4/4 time means Share these findings with your partner. Learner to facilitate answering questions on whiteboard. **What will you learn:** By the end of the lesson You must be able to: • **State** what a time signature us • **Explain** different simple time signatures • **Explain** different compound time signatures • **State** what BPM stands for You may also be able to: • **Recognise** different time signatures through listening	Computers, headphones, workbooks.	Learners demonstrating prior learning to apply to lesson.	**3.1.5**
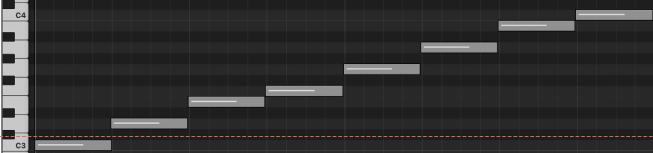
Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Slides 7-12 explain how to read a simple time signature. It would be useful to get learners to clap the divisions in the time signatures. This could also be done at different tempos to develop understanding. **Activity 1: Simple Time Signatures 5 minutes.** How many beats are in each bar for the following time signatures? **Feedback:**		Learners applying understanding of simple time signatures.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	2 1/4 notes (crotchets) **5** 1/4 notes (crotchets) **6** 1/4 notes (crotchets) **7** 1/4 notes (crotchets) Slides 17-25 explain compound time signatures. It would be useful to get learners to clap the divisions in the time signatures. This could also be done at different tempos to develop understanding. **Activity 2:Part 1 8 minutes** In your DAW: 1. Create a new project with a tempo of 118, 7/4 and D major key. 2. Create a **fingerstyle bass** and input this one bar pattern: 		Learners applying theoretical understanding to a practical context.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content

	Activity 2:Part 2 8 minutes
	In your DAW:
	Either:
	   1. Create an **acoustic drum kit** and input this pattern:
	OR
	2. Create your own drum pattern to accompany the basslines
	
	Stretch & challenge: How else could we count this time signature?
	Bar of 4/4 and then a bar of ¾.
	
	Progress check:
	Identify the time signature:
	   1. Dave Brubeck: Take 5
	   2. The Animals: House of the Rising Sun
	   3. Toto: Hold the Line
	   4. The Beatles: Lucy in the Sky with Diamonds
	
	Feedback:
	Identify the time signature:
	   1. Dave Brubeck: Take 5: **5/4**
	   2. The Animals: House of the Rising Sun: **6/8**
	   3. Toto: Hold the Line: **7/4**
	   4. The Beatles: Lucy in the Sky with Diamonds: **3/4 in the verse, 4/4 in the chorus**
	
	Lesson recap:
	State what a time signature us
	Explain different simple time signatures
			Learners answer progress check and log score in workbook.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content

	Explain different compound time signatures
	State what BPM stands for
	Recognise different time signatures through listening
	
	__Home Study:__
	In our next lesson we will be looking at Major Scales.
	   1. What is a scale?
	   2. What does the key of a piece of music mean?
	   3. What is a treble clef?
	   4. What is the order of the notes on the treble clef?
	Use musictheory.net to help you.
	
	End of lesson.			

5	**Starter activity: 5 minutes**	Computers, DAW, headphones, workbook.	Learner ability to recognise different use of chords.	**3.1.3**

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Extract 1: Extract 2: 🔊 🔊 Extract 1 is in a **Major key.** Extract 2 is in a **Minor key** 🏋 What does this mean? Stretch and challenge: different sales/intervals. Different overall sound. Learners may suggest the major sounds complete and minor sounds uncertain or happy vs sad. **What you will learn:** By the end of the lesson You must be able to: • **Define** harmony, chord, scale • **Read** the notes of the treble clef • **Create** a major scale using your DAW • **Know** how to build a major scale You may also be able to: • **Create** a successful melody in your DAW to an accompanying backing track. Slides 5-8 look at reading the notes treble clef. **Activity 1: Reading notes 3 minutes**			
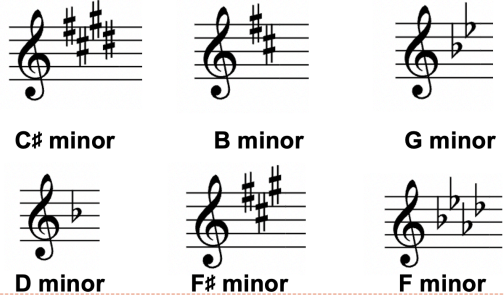
Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	This is a quick activity to check learner understanding. If learners are not able to complete, then the previous slides should be revisited. **Feedback:** What words do these notes spell? 1. Egg 2. Cafe 3. Deaf 4. Fade **Activity 2: Major Scale 5 minutes** Using the piano roll in your DAW: • Create a C Major ascending scale using 1/4 (crotchet notes) starting on C3 (middle c). C D E F G A B C		Ability to successfully read the treble clef. Being able to create a major scale using MIDI.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Activity 3: C Major Melody 1. Import the audio file: C Major Backing Track 2. Using either **live input** using your MIDI keyboard **or** the **pencil tool,** create a melody using the notes of the C Major Scale. C D E F G A B C You should: • Only use notes in the scale • Use different rhythms to create variation Before starting the task show learners the example on the next slide and get them to discuss why it is successful. **Feedback:**		Learners applying c major scale to create a short melody to a backing track. Learners assessing successfulness of a melody	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Does the melody? • Only use notes in the scale • Use different rhythms to create variation • Is it in time with the backing track? • Is it memorable? • If yes/no – why? Next slides look at using the tone sequence to create a major scale. **Activity 5: Building a major scale** Create a major scale in your DAW using T,T,S,T,T,T,S for the following keys: • A Major • E Major • B Major **Progress check:**		against criteria. Learners ability to apply tone sequence to create major scales. Learners answer questions and log score in workbook.	
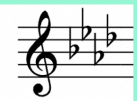
Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	1. What is the sequence to figure out a Major scale? **T,T,S,T,T,T,S** 2. What does ♯ mean? **Sharp** 3. Identify the key signature: **C Major** 4. What word does this spell? **Cabbage** **Lesson recap:** **Define** harmony, chord, scale **Read** the notes of the treble clef **Create** a major scale using your DAW **Identify** major key signatures up to 4 sharps **Know** how to build a major scale **Create** a successful melody in your DAW to an accompanying backing track **Home study:** Practice your note reading skills. Go to **musictheory.net/exercises/note** Test your ability to read the notes of the treble clef. **End of lesson.**			
6	**Starter activity: 5 minutes**	Computer, DAW, headphones, workbook.	Learners recalling information.	**3.1.3**

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	What you will learn: By the end of the lesson You must be able to: • **Understand** how to find the relative minor of a major key • **Know** how to build minor scales • **Create** a natural and harmonic minor scale using your DAW You may also be able to: • **Create** a successful natural and harmonic minor melody in your DAW to an accompanying backing track. Slides 4-6 look at relative minors building on the previous lesson. **Activity 1: relative minors**		Building skills from last lesson to identify major key and then the relative minor.	

Inside image (quiz cards):

A Major	What are the notes in the spaces on a treble clef? **F A C E**	What are the notes on the lines in the treble clef? **E G B D F**
What is the sequence to create a major scale? **T,T,S,T,T,T,S**	F Major	What are these symbols called? ♭ ♯ **Flats/Sharps**

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content

	Find the **relative minors** of the following keys
	
	Slides 10-12 look at relative minor scales using the tone sequence.
	
	Activity 2: natural minor scales
	Create the following natural minor scales in your DAW using 1/4 (crotchet notes).
	
	• C# minor and D minor
	
	      Natural Minor Scale Pattern:
	
	       T, S, T, T, S, T, T
			Applying tone sequence to different keys.
			
			Applying scale to backing track to create a melody that is in key.	
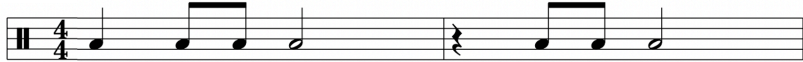
Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Activity 3: natural minor melody Choose either: • **C♯ minor Backing Track** • **D minor Backing Track.** Create an 8 bar melody using the natural minor scale. **Feedback:** Does the melody? • Only use notes in the scale • Use different rhythms to create variation • Is it in time with the backing track? • Is it memorable? • If yes/no – why? Slides 18-20 look at harmonic minor scales		Learner ability to create harmonic minor from natural minor scale.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content

	Activity 4: harmonic minor scales
	
	1. Write out the **harmonic minor** scale of **A Major** using 1/4 (crotchet) notes in your DAW.
	
	2. Import the file harmonic minor backing track to your project.
	
	3. Create an 8 bar melody using the harmonic minor scale.
	
	Create another contrasting, 8 bar melodic phrase.
	
	Progress check:
	    1. How do you figure out the relative minor of a major key?
	Go down 2 semitones from the major starting note
	    1. How do you convert a natural minor scale to a harmonic minor scale?
	        Raise the 7th note by a semitone
	    2. What is the sequence for a natural minor scale?
	T, S, T, T, S, T, T
	    1. What is the sequence for a harmonic minor scale?
	T, S, T, T, S, T+S, S
	
	Lesson recap:
			Learners answer questions and log score in workbook.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Understand how to find the relative minor of a major key **Know** how to build minor scales **Create** a natural and harmonic minor scale using your DAW **Create** a successful natural and harmonic minor melody in your DAW to an accompanying backing track. **Home study:** Create a natural minor and harmonic minor scale for the following keys: • A minor • B minor • F minor • D minor Complete this in your workbook.			
7	**Starter Activity: 5 minutes** 	What is the sequence to create a major scale? **T,T,S,T,T,T,S**	Put these sections in order: **Intro, Verse, Pre-chorus, Chorus, Bridge, Outro.**	How do you find the relative minor of any major key? **Go down 2 semitones**
Ab Major F minor	What are the notes on the lines on a treble clef? **EGBDF**	How do you create a harmonic minor scale? **Raise 7th (natural minor) T, S, T, T, S, T+S, S**		Computer,DAW, headphones, workbook.	Recalling prior learning.	

Regulated unit title and code as written in qual spec (R/618/6060)

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	What you will learn: By the end of the lesson You must be able to: • **State** what a pentatonic scale is • **State** the tone/semitone sequence for pentatonic scales • **Create** major and minor pentatonic scales • **Compose** a short solo using a pentatonic scale You may also be able to: • **Compose** a short solo using a pentatonic scale in a Rock style Slides 5-7 explain what a major pentatonic scale is. **Activity 1: Major Pentatonic** Using the sequence: **T, T, T+S, T, T+S** create a major pentatonic scale in your DAW using 1/4 (crotchet) notes for: • G Major • D Major • A Major • B♭ Major **Feedback is on slides 10-13.**		Ability to apply tone sequence to create pentatonic scales	

Within the Activity 1 section:

1. What is the starting note?
2. Use the sequence of T and S and your keyboard guide to build the scale.

Try doing E♭ Major and F Major.

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Slides 13-14 explain minor pentatonic scales. **Activity 2: Minor Pentatonic** Using the sequence: **T+S, T, T, T+S, T** create a minor pentatonic scale in your DAW using 1/4 (crotchet) notes for: • B minor • D minor • C♯ minor • F minor !　1. What is the starting note?　2. Use the sequence of T and S and your keyboard guide to build the scale. Create a harmonic minor scale from a natural minor scale. Feedback is on slides 16-17. **Activity 2: Pentatonic Solo**		Ability to apply tone sequence to create pentatonic scales Learners apply theoretical skill to a practical scenario and style.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Using the • **_E minor Rock Backing Track_** Create an 8 bar guitar solo using the correct pentatonic scale that uses following rhythm: Before attempting the task, learners should listen to the example and analyse why it was successful. **<u>Progress check:</u>**		Learners answering questions and log score in workbook.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	1. How many notes are in a pentatonic scale? **5** 2. What is the sequence for a minor pentatonic scale? **T+S, T, T, T+S, T** 3. Name **one** style of music that uses pentatonic scales. **Rock/Folk** 4. What is the Major pentatonic scale of this major scale below? C D E G A 5. What is the minor pentatonic scale of this minor scale below? D F G A C **Lesson recap:** **State** what a pentatonic scale is **State** the tone/semitone sequence for pentatonic scales **Create** major and minor pentatonic scales **Compose** a short solo using a pentatonic scale **Compose** a short solo using a pentatonic scale in a Rock style			

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Home Study: Watch the YouTube video: **David Bennett Piano: Songs that use the Pentatonic scales.** Answer the following questions: • What is it about the pentatonic scale that makes it easy to write with? • Why are pentatonic scales easy to reharmonise? • Name a folk song that uses a pentatonic scale.			
8	**Starter Activity:** With the person next to you discuss: What makes a good melody? *Possible learner responses:* *What makes a good melody?* • *Memorable* • *In key* • *Repetition* • *Catchy* • *Variation* • *Original* **What will you learn:** By the end of the lesson You must be able to: • **State** different types of melodic form and devices • **Understand** how to use melodic form and devices	Speakers, Workbook.	Class discussion.	**3.1.3**

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	• **Create** examples of melodic form and devices using your DAW You may also be able to: • **Recognise** melodic form through listening Slide 5-11 Melodic Forms: - Sequence - Repetition - Arch Form **Activity 1: Sequence** 1. Import the backing track: **D Major Sequence** 2. Create a 4 bar sequence using this starting phrase: Tips for success: • Stay in the key of D Major • Move up or down in pitch • You can make small changes to the rhythm or pitch **Activity 2: Repetition**			

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	1. Choose either: F Major or E minor backing tracks 2. Import the backing track to your DAW 3. Create a 4 bar melody that uses repetition of the 2nd note of the scale (supertonic) Tips for success: • Use different note durations to create variation • Use the 1st note of the scale to create resolution **Activity 3: Arch Form** 1. Import the Arch Form backing track into your DAW 2. Create a 4 bar melody that follows the arch form Tips for success: • Use stepwise notes (notes that are close to each other) • Create rise and fall • Start on the 1st note of the scale (tonic) **Activity 4: Form Listening**			

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Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	1. [!] **Conway Twitty: It's Only Make Believe (1959)** 🔊 Sequence 2. [!] **The Beatles: Yesterday (1965)** 🔊 Arch 3. [!] **Cashmere Cat: For Your Eyes Only (2019)** 🔊 Repetition 4. [!] **Radiohead: High & Dry (1995)** 🔊 Arch (inverted) **Progress check:** <table><tr><td>**Melodic Form**</td><td>The structure of a melody.</td></tr><tr><td>**Arch Form**</td><td>When a melody rises and falls.</td></tr><tr><td>**Repetition**</td><td>Reusing a short melodic or rhythmic idea.</td></tr><tr><td>**Inversion**</td><td>Flipping a melodic line upside down.</td></tr><tr><td>**Sequence**</td><td>Repeating a melody at a higher or lower pitch.</td></tr><tr><td>**Interval**</td><td>Distance between note pitches.</td></tr><tr><td>**Retrograde**</td><td>Writing a previously heard melody backwards.</td></tr></table>		Learners completing definitions match and log score in workbook.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content

	Lesson recap:
	State different types of melodic form and devices
	Understand how to use melodic form and devices
	Create examples of melodic form and devices using your DAW
	Recognise melodic form through listening
	
	Home study:
	Find a song that you think has a good melody.
	Answer the following questions:
	   1. Why do you think the melody is successful?
	   2. Does the melody use a particular melodic form?
	Arch, Sequence, Repetition?
	   1. Does the melody use any melodic devices?
	Retrograde or inversion?
	
	End of lesson.			

9	**Starter activity: 5 minutes**			

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	<table><tr><td>What is the note value used in 6/8? **1/8th notes**</td><td>Define through composed. **Where new music created for each section.**</td><td>Define coda. **Section at the end of a piece of music that brings the music to a close.**</td></tr><tr><td>What does BPM stand for? **Beats per minute**</td><td>What is a chord? **Two or more notes played together at the same time.**</td><td>What musical form is this? ABA **Ternary**</td></tr></table> **What you will learn:** By the end of the lesson You must be able to: • **Define** harmony and diatonic • **Build** major and minor chords • **Know** the four chord progression • **Create** chord progressions in your DAW You may also be able to: • **Create** chord charts for a range of keys • **Develop** rhythms for chord progressions			

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Activity 1: Creating Chords Using the C Major scale create all 7 primary chords in this key. Have 1 chord per bar (whole notes/semibreves) Chord starting notes: • **C** • **D** • **E** • **F** • **G** • **A** • **B** C D E F G A B C [!] 1. Find the starting note. 2. This is your 1st note of the chord. 3. Count to the 3rd and 5th note up. 4. These are the notes of your chord. Create the chords for Ab Major and D Major. **Activity 2: Chord Intervals** Create the following chords in your DAW using the interval sequence: 1. **C minor** 2. **F Major** 3. **G minor** 4. **A Major** 5. **B♭ minor** 6. **D♯ Major** [!] **Major Chord:** 1st note, Major 3rd (+4 semitones), Perfect 5th (+7 semitones) [!] **Minor Chord:** 1st note, minor 3rd (+3 semitones), Perfect 5th (+7 semitones)			

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
10	**Starter activity: 5 minutes** **What will you learn:** By the end of the lesson You must be able to: • **Build** major 7th, dominant 7th, minor 7th and Suspended chords • **Create** chord progressions using extended/suspended chords in your DAW You may also be able to: • **Compose** an original melodic line to a chord progression	Computers, DAW, headphones, workbook.	Recalling information, direct questioning.	**3.1.4**

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content

	Activity 1: 7th Chord Progressions
	
	Create the following chord progression in the following keys.
	
	|I |IV⁷ V⁷ |IV⁷ |
	
	Keys:
	  • **C Major**
	  • **G Major**
	
	|i⁷ |iv⁷ |V |i⁷ |
	
	  • **A minor**
	  • **F minor** Create an original melody for one of the keys.
	
	Activity 2: Sus Chord Progressions
			Learners creating 7th chord progressions following chord charts. Building on knowledge of keys from previous lessons.
			
			Learners creating sus chord progressions following chord charts. Building on knowledge of keys from	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Create the following chord progression in the following keys. |I |vi |IV |Vsus4 |I | Keys: • **C Major** • **G Major** |I |Isus4 |IV |Isus2 | • **D Major** • **F Major** Create an original melody for one of the keys. **Progress Check:** 1. What does a Sus2 chord mean? **3rd is replaced with a Perfect 4th** 1. What does a Sus4 chord mean? **3rd is replaced with a Major 2nd** 1. What are the notes of this the chord v7 in the key of D minor? **A, C, E, G** 1. What are the intervals for a Major 7th chord? **1st, Major third, Perfect fifth, Major 7th** **Lesson recap:** **Build** major 7th, dominant 7th, minor 7th and Suspended chords **Create** chord progressions using extended/suspended chords in your DAW **Compose** an original melodic line to a chord progression		previous lessons. Learners completing questions and log score in workbook.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Home study: Watch the YouTube video: **Andrew Huang: Why pop music is obsessed with this one note** Write **one** paragraph explaining why the 2nd degree of the scale (supertonic) is so popular in modern music.			
11	**Starter activity: 5 mins** What is the Pop Song structure? Learners should discuss this in pairs/groups and could note down on mini whiteboards. Then select a pair/group to share their idea and question peers on definitions. **What you will learn:** By the end of the lesson You must be able to: • **Create** a basic pop song structure using chord progressions • **Develop** a simple melody that follows these chord progressions You may also be able to: • **Compose** a harmonic and melodic idea that follows stylistic conventions for a given genre Slides 5-12 explain the pop song structure and link to typical chord progressions used and the effect that they have.	Computer, DAW, Headphones, Workbook.	Teacher questioning	**3.1.1** **3.1.3** **3.1.4**

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	You could show a video/demonstrate how these four chords can be used to play any number of different songs. **Activity 1: Pop Structure** 1. Complete the following in your DAW: • Create 2 acoustic piano software instruments. • Name 1: Chords and the other: Melody • Create empty MIDI regions on the chords track to indicate an introduction that lasts for 2 bars, a verse for 8 bars, a pre-chorus for 4 bars and a chorus for 8 bars. 2. Choose: • A Major Key that you will write in • A suitable tempo for a pop song (that is not 120BPM) • Time signature: 4/4 3. Create an ascending major scale in your chosen key. It is important that learners have completed the above steps correctly in order to move on. **Activity 2: Pop Structure**		Learners outcome. This could be shared or through teacher circulation.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Now create the following chord progressions in your empty regions: • Intro: |I | • Verse: |I |V |vi |IV | • Pre-Chorus: |IV |V |IV |V | • Chorus: |I |V |vi |IV | Each chord should last for **1 bar** (whole notes/semibreves). Slides 17-19 are a recap of melodic form leading on to the next activity. **Activity 3/4/5: Melody** Each activity gets learners to use Arch form, repetition and sequence in different sections to create their melodies. Students to aim to use each of these methods. Helpful tips are given for each activity. Students should keep their melodies simple. **Progress check:**		Learners answer questions and log in workbook.	

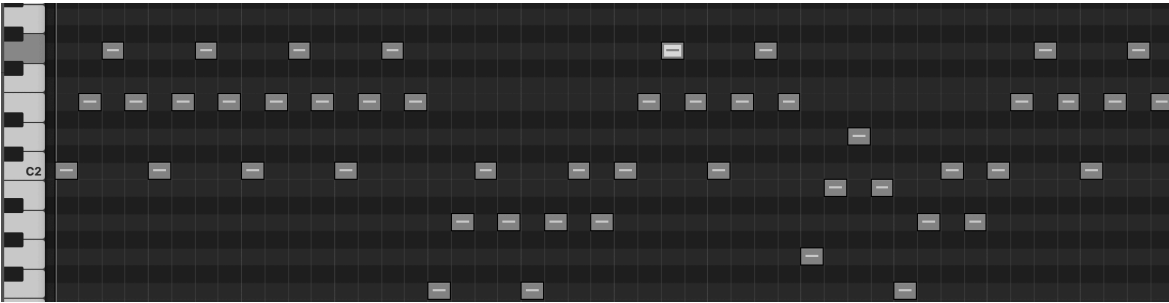| Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	1. What is the four chord sequence? |I |V |vi |IV | 2. What is an ascending scale? **Going up in pitch** 3. What is retrograde? **Writing a previously heard melody backwards.** 4. What is inversion? **Flipping a melodic line upside down.** **Lesson Recap:** **Create** a basic pop song structure using chord progressions **Develop** a simple melody that follows these chord progressions **Compose** a harmonic and melodic idea that follows stylistic conventions for a given genre **Home Study:** In our next lesson we will be looking at instrumentation. Research the difference between: • Vinyl Turntables • CDJs • DJ Software **Resources:** Djing Pro: Beginners Guide to DJ Equipment & Gear **End of lesson**			

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content

12	**Starter activity: 5 minutes**
	How many different acoustic and electronic instruments can you name?
	
	Students scribe on white board or work in teams splitting electronic and acoustic between two teams.
	
	What you will learn:
	By the end of the lesson
	You must be able to:
	  • **State** the two main categories of instruments
	  • **List** instruments that belong to different families of instruments
	  • **Describe** how different instruments are used
	  • **Create** a fact-file presenting the key information about these instruments
	  • **Recognise** instruments through listening
	You may also be able to:
	  • **Distinguish** between different playing techniques when listening
		Computer, headphones, workbook.	Class discussion.	**3.1.6**

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Learners could complete the next two activities in groups splitting work between them. For example, editing a collaborative document e.g Google Docs. **Activity 1: Acoustic Instrumentation 20 minutes** Create a fact-file that explains: 1. The different instruments fall into these categories 2. How these instruments can be played • Strings • Percussion • Keyboards • Brass • Woodwind • Vocals **!** You should use images and YouTube videos to support your work. **Activity 2: Acoustic Instrumentation 20 minutes**		Flipped learning learner lead research.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Create a fact-file that explains: 1. The different instruments fall into these categories 2. How these instruments can be played or use • electric guitar and bass guitar • Synthesiser • Sampler • drum machine and electronic percussion • turntables • CDJs • Mixer • DJ software **!** You should use images and YouTube videos to support your work. **Progress check:** 1. **T'Pau: China In Your Hand** – How are the strings being played? **Plucked** 1. **Kormac: Scratch Marchin** – What DJ technique is used on the vocal sample? **Scratching** 1. **Stereophonics: Handbags and The Gladrags** – What instrument plays the melody during the introduction? **Oboe** 1. **New Order: Blue Monday** – What electronic instruments are used in this song? **Drum Machine and Synthesiser** **Lesson recap:** **State** the two main categories of instruments		Learners answer questions and log score in workbook.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content

	List instruments that belong to different families of instruments
	Describe how different instruments are used
	Create a fact-file presenting the key information about these instruments
	Recognise instruments through listening
	Distinguish between different playing techniques when listening
	
	Home study:
	Find 4 different songs that make use of the following instruments:
	  • Woodwind
	  • DJ Turntables
	  • Drum Machine
	  • Synthesiser
	Describe how the instruments are being used and played in the songs.
	You could use YouTube or a streaming service to find the songs.
	
	End of lesson			

13	**Starter activity: 8 mins**	Computer, DAW, Headphones, Speakers, workbook.	Student led discussion.	**3.2.1** **3.2.2**

Regulated unit title and code as written in qual spec (R/618/6060)

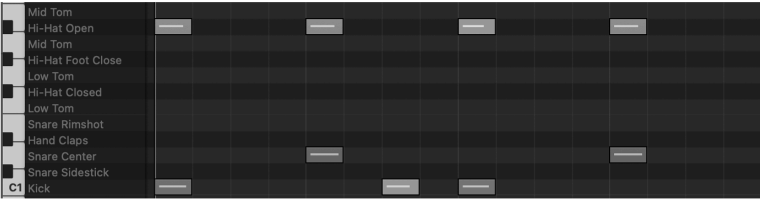| Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Listen to: **Bill Hayley & His Comets: Rock Around The Clock.** **Buddy Holly: That'll Be The Day** What are the key musical features of Rock & Roll? **Instrumentation:** **Structure:** **Harmony:** **Tempo:** **Time signature:** **Rhythm:** **What you will learn:** By the end of the lesson You must be able to: • **State** the key musical characteristics of Rock & Roll • **Understand** how technological developments have affected the style • **Create** a short pastiche Rock & Roll composition You may also be able to: • **Understand** how these musical elements can be used • **Create** original musical content in the given style Slides 7-12 go through technological advancements during the decade. **Activity 1: Rock & Roll Pastiche Part 1**		Learners ability to create music that follows the style.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	In your DAW: 1. Create a new project with a tempo of **165BPM, C Major** and **4/4.** 2. Use an **acoustic piano** to create the 12 Bar Chord Sequence: **I I I I, IV IV, I I, V, IV, I I.** 3. Create an **electric bass** or **double bass** instrument and use the notes of each chord to create a walking bassline using ¼ notes: **Stretch & Challenge:** Change IV and V to dominant 7ths **Activity 1: Rock & Roll Pastiche Part 2** In your DAW:			

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	1. Create an **acoustic drum kit** and input the 1 bar pattern below: 2. Loop this for 12 bars. **Activity 1: Rock & Roll Pastiche Part 3** In your DAW: 1. Create an **electric guitar** following the 12 bar chord sequence that follows the rhythm of the **Snare Drum:**			
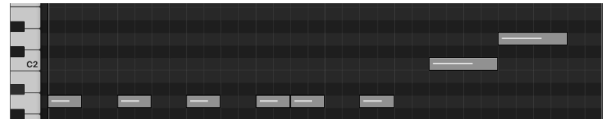
Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content

Stretch and challenge: Create a guitar solo that uses the C Major Pentatonic Scale.

Progress check:

  1. What chord sequence do Rock & Roll songs often follow?
12 Bar
  1. What rhythmic device do the drums often use?
Swung
  1. What rhythmic device does the electric guitar often use?
Syncopation
  1. Choose an appropriate tempo for a Rock & Roll song.
160-180BPM | | Learners answer questions and score in workbook. | |

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Lesson recap: **State** the key musical characteristics of Rock & Roll **Understand** how technological developments have affected the style **Create** a short pastiche Rock & Roll composition **Understand** how these musical elements can be used **Create** original musical content in the given style **Home study:** Next lesson we will be looking at rock music. Listen to one rock song from the 1960s and answer the following: • What instruments are used? • What is the key? • What are the chord progressions used? • What scales are used? • What melodic devices are used? **End of lesson**			

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
14	**Starter activity: 8 minutes** Listen to: **Steppenwolf: Born To Be Wild** **The Kinks: You Really Got Me** What are the key musical features of Rock? **Instrumentation:** **Structure:** **Harmony:** **Tempo:** **Time signature:** **Rhythm:** **What you will learn:** By the end of the lesson You must be able to: • **State** the key musical characteristics of Rock • **Understand** how technological developments have affected the styles • **Create** a short pastiche Rock composition You may also be able to: • **Understand** how these musical elements can be used • **Create** original musical content in the given style	Computer, DAW, Headphones, Speakers, workbook.	Student led discussion.	**3.2.1** **3.2.2**

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Slides 7-13 cover technological advancements. **Activity 1: Rock Pastiche Part 1** In your DAW: 1. Create a new project with a tempo of **145BPM, E Major** and **4/4.** 2. Create an **acoustic drum kit** and input this 1 bar drum pattern: 3. Loop for 8 bars. **Activity 1: Rock Pastiche Part 2**		Learners ability to create music that follows the style.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	In your DAW: 1. Create a **distorted electric guitar** and input these **power chords: E5, G5, A5.** ! Power chords only contain the 1st and 5th note of a chord. 2. Repeat this bar 4 riff once. Create a new guitar track with the same chords and change the tone using the amplifier. Pan these guitars left and right to create a stereo image. **Activity 1: Rock Pastiche Part 3**			

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	In your DAW: 1. Create an **electric bass guitar** following the electric guitar riff using the 5th notes of the chord. Change the rhythm in bar 1 to be quantised to 1/8th notes. **Activity 1: Rock Pastiche Part 4** In your DAW: 1. Create a **synthesiser** instrument. 2. Choose a **square wave.** 3. Add a **LPF** to remove the high end frequency. 4. Use the bassline MIDI for this software instrument. Create an alternative melodic line for the synthesiser.		Learners answer questions and score in workbook.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content

	Progress Check:
	   1. What type of chords do electric guitars use in Rock music?
	Power Chords
	   1. What type of effect is often added to the electric guitar?
	Distortion
	   1. How did 4-8 track tape machines affect the recording of Rock Music?
	Allowed for stereo recording
	Overdubbing
	More instruments because of reduction mixing
	   1. What type of scale would a guitarist use to create a solo?
	Pentatonic
	
	Lesson recap:
	State the key musical characteristics of Rock
	Understand how technological developments have affected the style
	Create a short pastiche Rock composition
	Understand how these musical elements can be used
	Create original musical content in the given style
	
	Home study:
	Use research to find out:
	  • What a **Theremin** is
	  • How it works
	  • 2 songs that used the **Theremin.**
	Resources:
	How a theremin works: HowStuffWorks.com
	Youtube: SciShow: The Physics of the Weird and Wonderful Theremin			
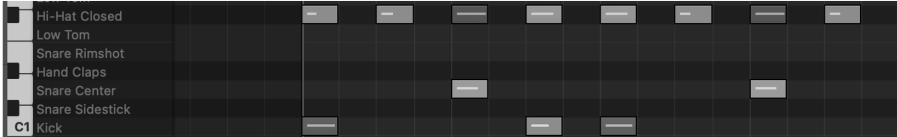
Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	End of lesson			
15	**Starter activity: 8 mins** Listen to: **Bob Dylan: Hurricane** **Simon & Garfunkel: The Boxer** What are the key musical features of Folk? **Instrumentation:** **Structure:** **Harmony:** **Tempo:** **Time signature:** **Rhythm:** **What you will learn:** By the end of the lesson You must be able to: • **State** the key musical characteristics of Folk • **Understand** how technological developments have affected the styles • **Create** a short pastiche Folk composition You may also be able to:	Computer, DAW, Headphones, Speakers, workbook.	Student led discussion.	**3.2.1** **3.2.2**

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	• **Understand** how these musical elements can be used • **Create** original musical content in the given style Slides 7-14 look at technological advancements. **Activity 1: Folk Pastiche Part 1** In your DAW: 1. Create a new project with a tempo of **150BPM** and Key **D Major.** 2. Create an **acoustic guitar** and input the following chords: Chord I: One Bar Chord: IV: One Bar Chord I: Two bars 3. Repeat this sequence once. Change the rhythm of the chords to create a strumming pattern. **Activity 1: Folk Pastiche Part 2**		Learners ability to create music that follows the style.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Activity 1: Folk Pastiche Part 2 In your DAW: 1. Create an **acoustic piano** and input the melody below: **This melody uses an inverted arch form.** 🏋 Duplicate the chord sequence and create a second melodic phrase based on this melody. **Progress check:** 1. What song form does folk often use? **Strophic** 1. What does this song form mean? **Verse repeating, A A A.** 1. Name two instruments that would be used in folk music. **Acoustic guitar, violin, acoustic piano, percussion.** **Lesson recap:** **State** the key musical characteristics of Folk **Understand** how technological developments have affected the style **Create** a short pastiche Folk composition **Understand** how these musical elements can be used		Learners answer questions and score in workbook.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Create original musical content in the given style **Home study:** In our next lesson we will be looking at soul music. Answer the following: 1. What is Motown? 2. Why was Motown so successful? 3. What instruments are commonly used in soul music? 4. Give two examples of soul music artists and songs and listen to them.			
16	**Starter activity: 8 minutes** ? Listen to: **Marvin Gaye: Heard It Through The Grapevine** **Four Tops: Can't Help Myself** What are the key musical features of Soul? **Instrumentation:** **Structure:** **Harmony:** **Tempo:** **Time signature:** **Rhythm:**	Computer, DAW, Headphones, Speakers, workbook.	Student led discussion.	**3.2.1** **3.2.2**

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	What you will learn: By the end of the lesson You must be able to: • **State** the key musical characteristics of soul • **Understand** how technological developments have affected the styles • **Create** a short pastiche soul composition You may also be able to: • **Understand** how these musical elements can be used • **Create** original musical content in the given style **Activity 1: Marvin Gaye Part 1** In your DAW: 1. Create a new project with a tempo of **120BPM** and Key **D Major.** 2. Create an **electric piano** and input this riff: 3. Loop for 8 bars.		Learners ability to create music that follows the style.	

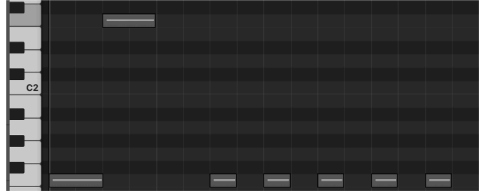| Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Activity 1: Marvin Gaye Part 2 In your DAW: 1. Create an **acoustic drum kit** and input this 1 bar pattern: 2. Start this at bar 5 and loop to bar 8. Use velocity editing to enhance the realism of the performance. Create a drum fill that starts on beat 3 of bar 4. **Activity 1: Marvin Gaye Part 3**		Learners answer questions and	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content

	In your DAW:
	1. Create a **horn section** instrument. Get the horn section to play a sustained D at bar 7.
	
	2. Create an **electric bass guitar** and whole notes starting from bar 5 on the note of D.
	
	Progress check:
	   1. Give one similarity and difference between soul and rock.
	Both use guitars.
	Rock is distorted guitars, soul is clean.
	   1. How can you create human performances using MIDI?
	Use velocity changes to emulate dynamic variation.
	   1. What instruments belong in a horn section?
	Saxophone, trumpet, trombone
	   1. Give a suitable tempo for soul.
	110—130BPM.
	
	Lesson Recap:
	State the key musical characteristics of Soul
	Understand how technological developments have affected the style
	Create a short pastiche Soul composition
	Understand how these musical elements can be used
	Create original musical content in the given style
			score in workbook.	
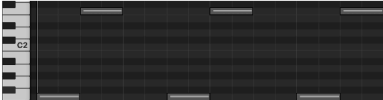
Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Home study: In our next lesson we will be looking at disco music. Create a list of the key musical features of this style. **Resources:** **Masterclass.com: All About Disco: Inside the History and Influence of Disco Music** **End of lesson.**			
17	**Starter activity: 8 minutes**	Computer, DAW, Headphones, Speakers, workbook.	Student led discussion.	**3.2.1** **3.2.2**

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	? Listen to: **Bee Gees: Stayin Alive** **George McCrae - Rock Your Baby** What are the key musical features of Disco? **Instrumentation:** **Structure:** **Harmony:** **Tempo:** **Time signature:** **Rhythm:** __What you will learn:__ By the end of the lesson You must be able to: • **State** the key musical characteristics of Disco • **Understand** how technological developments have affected the styles • **Create** a short pastiche Disco composition You may also be able to: • **Understand** how these musical elements can be used • **Create** original musical content in the given style Slides 7-12 go through technological advancements.		Learners ability to create music that follows the style.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Activity 1: Disco Pastiche Part 1 In your DAW: 1. Create a new project with a tempo of **120BPM, D minor** and **4/4.** 2. Create an **electric drum kit** and input this 1 bar drum pattern: 3. Loop for 8 bars. **! 4 to the Floor** The kick played on every ¼ note in the bar.			

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Activity 1: Disco Pastiche Part 2 In your DAW: 1. Create a **finger picked electric bass** and input this 1 bar pattern starting on F: Use Velocity editing to make the bass sound as if it has been played by a human. 2. Repeat this pattern creating a sequence so that the starting is: Bar 2: Eb Bar 3: C Bar 4: F **Activity 1: Disco Pastiche Part 3**		Learners answer questions and score in workbook.	

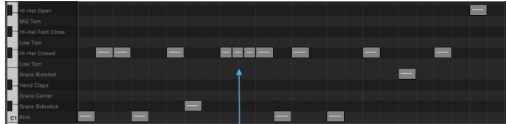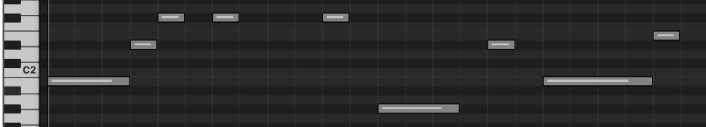| Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content

	In your DAW:
	1. Create a **synthesised string** instrument and take the first octave jump of each bar from the bass and pitch it up 2 octaves:
	
	2. Create a **clean electric guitar** and create an octave pattern following the starting notes of the bass in this rhythm:
	
	Use an automated Wah Pedal effect on guitar.
	
	Progress check:
	   1. What type of instrument was often used for the drums in Disco?
	Drum Machine
	   1. Give **one** benefit of using a drum machine.
	Distortion
	   1. How did 16-24 track tape machines affect the recording of Disco?
	Full multitrack recording
	Better separation
	Higher quality
	   1. How would a male vocalist often sing in Disco?
	Falsetto			

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Lesson recap: **State** the key musical characteristics of Disco **Understand** how technological developments have affected the style **Create** a short pastiche Disco composition **Understand** how these musical elements can be used **Create** original musical content in the given style **Home study:** **Gloria Gaynor: I Will Survive** **Chic: Le Freak** Choose one of these two disco songs. 1. Make a list of the instruments used. 2. What musical characteristics of disco can you hear in the song.			
18	**Starter activity: 8 minutes**	Computer, DAW, Headphones, Speakers, workbook.	Student led discussion.	**3.2.1** **3.2.2**
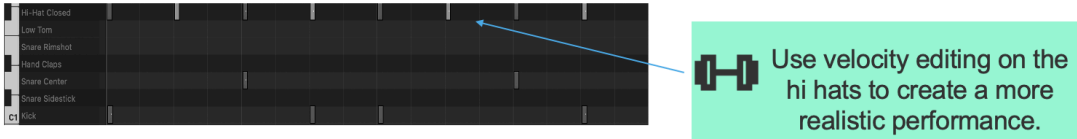
Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Listen to: **Lorna Bennett: Breakfast in Bed** **Dennis Brown: Money In My Pocket** What are the key musical features of Reggae? **Instrumentation:** **Structure:** **Harmony:** **Tempo:** **Time signature:** **Rhythm:** Slides 7-11 go through the technological advancements.		Learners ability to create music that follows the style.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Activity 1: Reggae Pastiche Part 1 In your DAW: 1. Create a new project with a tempo of **78BPM, B Major** and **12/8.** 2. Create an **acoustic drum kit** and input this 1 bar drum pattern: 🔊 Create an 1/8 Triplet delay on the sidestick only. 3. Loop for 4 bars. **!** The hi-hat makes use of triplets. **Activity 1: Reggae Pastiche Part 2** In your DAW: 1. Create an **organ** and input these chords in **B Major**: |I |V |vi |IV | 2. Each chord should last for a dotted ¼ note. 3. Repeat this for 4 bars.			
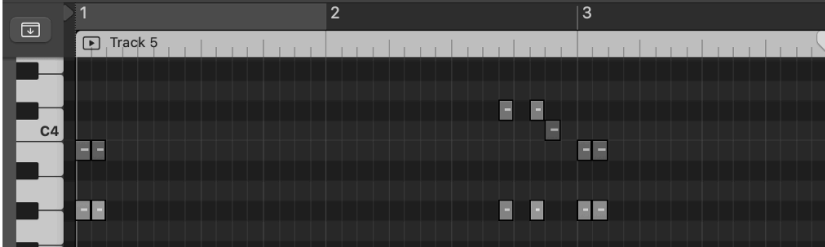
Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content

	Activity 1: Reggae Pastiche Part 3
	In your DAW:
	1. Create a **finger style electric bass guitar** and create this pattern:
	
	2. Create a **clean electric guitar** and following the chords of the organ but playing on the offbeats.
	 Recreate the delay on the guitar.
	
	Progress check:
	   1. How would you describe the bassline of a Reggae song?
	Melodic
	   1. What type of delay is often used in Reggae music?
	Tape Delay
	   1. What keyboard instrument does Reggae music use?
	Organ
	   1. What rhythmic device do the drums often use in Reggae?
	Triplets
			Learners answer questions and score in workbook.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content

	Lesson recap:
	State the key musical characteristics of Reggae
	Understand how technological developments have affected the style
	Create a short pastiche Reggae composition
	Understand how these musical elements can be used
	Create original musical content in the given style
	
	Home study:
	Reggae music is derived from these three styles:
	  • Mento
	  • Ska
	  • Rocksteady
	What are the main characteristics of these three styles?
	Resources:
	BBC Bitesize: Reggae – National 5 Music Revision
	
	End of lesson			

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
19	**Starter activity: 8 minutes** Listen to: **Kool & The Gang: Jungle Boogie** **Wild Cherry: Play that Funky Music** What are the key musical features of Funk? **Instrumentation:** **Structure:** **Harmony:** **Tempo:** **Time signature:** **Rhythm:** Slides 7-11 go through the technological advancements.	Computer, DAW, Headphones, Speakers, workbook.	Student led discussion.	**3.2.1** **3.2.2**

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Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Activity 1: Funk Remake Part 1 In your DAW: 1. Create a new project with a tempo of **110BPM, E minor** and **4/4.** 2. Create an **acoustic drum kit** and input this 1 bar drum pattern: Use velocity editing on the hi hats to create a more realistic performance. 3. Loop for 8 bars. **Activity 1: Funk Remake Part 2**		Learners ability to create music that follows the style.	
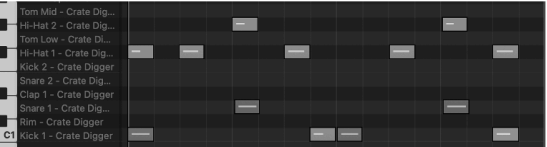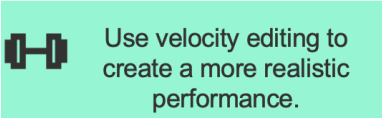
Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	In your DAW: 1. Create an **electric guitar** with a clean sound. Input this 1 bar riff: 2. Repeat for 8 bars. Do not perfectly quantise the note values in order to achieve a more realistic performance. **Activity 1: Funk Remake Part 3** In your DAW: 1. Create a **finger style electric bass guitar** and create this pattern: 2. Repeat for 8 bars. **Activity 1: Funk Remake Part 4**			
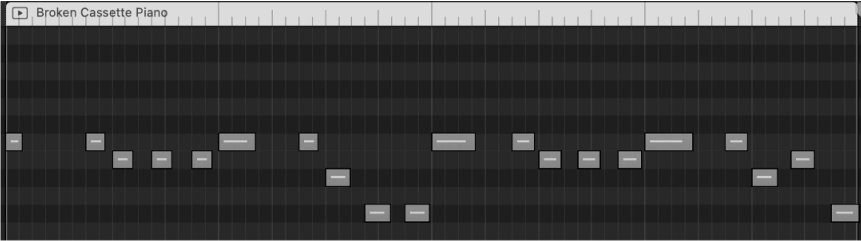
Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content

	In your DAW:
	1. Create a **brass section** and create this pattern:
	
	🏋 Create your own melodic hook using the brass section.
	
	Progress check:
	   1. What instruments are typically used in Funk?
	Acoustic Drums, Electric Guitar/Bass, Voice, Horn section.
	   1. What instruments make up a horn section in Funk?
	Saxophone, Trumpet and Trombone.
	   1. How can you make a MIDI performance sound more realistic?
	Velocity Editing
	   1. What style of music is Funk similar to?
	Disco
	
	Lesson recap:
			Learners answer questions and score in workbook.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	State the key musical characteristics of Funk **Understand** how technological developments have affected the style **Create** a short remake of Play That Funky Music **Understand** how these musical elements can be used **Create** original musical content in the given style **Home study:** Compare the similarities and differences between disco and funk. Write **one** paragraph commenting on the use of instruments, rhythm and harmony. **End of lesson.**			
20	**Starter activity: 8 minutes**	Computer, DAW, Headphones, Speakers, workbook.	Student led discussion.	**3.2.1** **3.2.2**

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	? **Listen to:** **Ms. Lauryn Hill: Doo Wop (That Thing)** **Big L: Put It On** What are the key musical features of Hip Hop? **Instrumentation:** **Structure:** **Harmony:** **Tempo:** **Time signature:** **Rhythm:** Slides 7-13 are technological developments.		Learners ability to create music that follows the style.	

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Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Activity 1: Hip Hop Pastiche Part 1 In your DAW: 1. Create a new project with a tempo of **85BPM, C minor** and **4/4.** 2. Create an **electronic drum kit that samples acoustic sounds** and input this 1 bar drum pattern: Use velocity editing to create a more realistic performance. 3. Loop for 4 bars. **Activity 1: Hip Hop Pastiche Part 2**			

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	In your DAW: 1. Import the audio file: **Broken Piano.** 2. Use Slice Sampling to **retrigger** parts of this sample to create a new part to go with your drums. 3. Do this using your MIDI Keyboard. **Example:** ![Broken Cassette Piano MIDI editor] **Activity 1: Hip Hop Pastiche Part 3** In your DAW **either:** 1. Use the audio file bass loop to create a bass line. **Or** 2. Create a bassline using an electric bass guitar using the **C natural minor scale.** Arrange your parts to create a more extended structure. Use EQ to create a bandpass filtered introduction. Add a vinyl crackle sample.		Learners answer questions and score in workbook.	
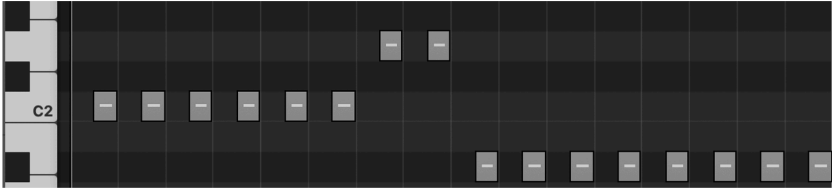
Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Progress Check: 1. How did sampling affect the creation of Hip Hop? **Producers could sample older records.** 1. What tempo would suit Hip Hop? **80-100BPM.** 1. Which piece of technology allowed musicians to record demos at home? **Portastudio** 1. What protocol allowed for synthesisers to communicate? **MIDI** **Lesson recap:** **State** the key musical characteristics of Hip Hop **Understand** how technological developments have affected the style **Create** a short pastiche Hip Hop composition **Understand** how these musical elements can be used **Create** original musical content in the given style **Home study:** Find **two** Hip Hop songs that use samples. Find out where the original samples come from. What has been done to manipulate these samples from the original? • Sped up? • Pitch shift? • Retriggered? **Resources:** **Whosampled.com**			

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	End of lesson.			
21	**Starter activity: 8 minutes**	Computer, DAW, Headphones, Speakers, workbook.	Student led discussion.	**3.2.1** **3.2.2**

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Listen to: **Nalin & Kane: Beachball** **Wamdue Project: King of My Castle** What are the key musical features of House? **Instrumentation:** **Structure:** **Harmony:** **Tempo:** **Time signature:** **Rhythm:** **What you will learn:** By the end of the lesson You must be able to: • **State** the key musical characteristics of House • **Understand** how technological developments have affected the styles • **Create** a short pastiche house composition You may also be able to: • **Understand** how these musical elements can be used • **Create** original musical content in the given style Slides 7-8 are about technological developments.		Learners ability to create music that follows the style.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Activity 1: House Pastiche Part 1 In your DAW: 1. Create a new project with a tempo of **128BPM, C minor** and **4/4.** 2. Create an **electronic drum kit** and input the following: **Bar 1-2:** 4 to the floor kick drum **Bar 3-4:** as above and a snare on beat 2 and 4 **Bar 5-6:** as above and offbeat hi hats 3. Repeat bars 5-6 in 7-8.			

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Activity 1: House Pastiche Part 2 In your DAW: 1. Create a **synthesiser** and choose a house bass preset. 2. Create the pattern below using offbeat 1/8th notes. 3. Repeat this pattern once. Create a build up using a snare that goes before the drop, that sounds like this: **Activity 1: House Pastiche Part 3**		Learners answer questions and score in workbook.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content

	In your DAW **either:**
	1. Create a crash cymbal hit and reverse it.
	
	2. Add reverb to the reversed cymbal.
	
	3. Line up the reversed cymbal so it ends at the start of bar 5.
	
	Use a LPF to automate a filter sweep from bar 1-5.
	
	Progress check:
	   1. What is a key feature of the drums in house music?
	Electronic, 4 to the floor.
	   1. What tempo would suit Hip Hop?
	120-130BPM.
	   1. What change in recording format meant that more files could be stored?
	Hard disc recording.
	   1. Why did it become easier to produce electronic music during the 90s?
	MIDI, digital synthesisers and DAW.
	
	Lesson recap:
	State the key musical characteristics of House
	Understand how technological developments have affected the style
	Create a short pastiche house composition
	Understand how these musical elements can be used
	Create original musical content in the given style			

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Home Study: The Roland TB303 became a very popular synthesiser in dance music. • How did it work? • What famous recordings used it? • How was it used in the acid house and techno genre? **Resources:** YouTube: Johnny Morgan: A Brief Story of the Roland TB -303 Bassline Synthesizer Website: blog.liveschool.net ROLAND TB-303: THE SOUND OF ACID **End of lesson.**			
22	**Starter activity: 8 minutes**	Computer, DAW, Headphones, Speakers, workbook.	Student led discussion.	**3.2.1** **3.2.2**

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Listen to: **Adam F: Circles** **Sentinel: Genesis** What are the key musical features of Drum & Bass? **Instrumentation:** **Structure:** **Harmony:** **Tempo:** **Time signature:** **Rhythm:** **Activity 1: Drum & Bass Pastiche Part 1** In your DAW: 1. Create a new project with a tempo of **130BPM** and **4/4.** 2. Import the audio file: Drum break 130BPM. 3. Use Time Stretching to speed up the tempo of this loop to **165BPM**. Before: After:		Learners ability to create music that follows the style.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content

	Activity 1: Drum & Bass Pastiche Part 2
	
	In your DAW:
	1. Create a **synthesiser** and create a sub bass using a Sine Wave.
	2. Add a small amount of chorus to thicken the bass.
	
	3. Add some overdrive to add aggressive to the bass.
	
	4. Create 3, 2 bar bass patterns that are simple and similar to this 1st one:
	
	Add some percussive layers.
	Resample the drum loop and trigger sections to create a new beat.
	Create a melody.
	
	Progress check:
	   1. What tempo would Drum & Bass work at?
	160-180BPM.
	   1. How are the drums created in Drum & Bass?
	Sampled drums from records that are sped up
	   1. How is Drum and Bass similar to Hip Hop?
	Makes use of sampling.
			Learners answer questions and score in workbook.	

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content

	Lesson recap:
	State the key musical characteristics of Drum & Bass
	Understand how technological developments have affected the style
	Create a short pastiche Drum & Bass composition
	Understand how these musical elements can be used
	Create original musical content in the given style
	
	Home study:
	Drum & Bass uses a drum beat known as the amen break.
	    1. What is the amen break?
	    2. How is it manipulated to be used in drum & bass?
	    3. Find 2 drum & bass records that use the amen break.
	Resources:
	YouTube
	Mixmag: The History Of The Amen break
	
	End of lesson.			

23	**Starter activity: 10 minutes** Create a brief chronological timeline of musical genres on your mini whiteboard or paper. This should be done in pairs. You should also mention any key developments in technology. **What you will learn:**			

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	By the end of the lesson You must be able to: • **Create** a short composition in a style of your choice. • **Use** key stylistic features from our pastiche compositions. • **Create** a composition log You may also be able to: • **Create** original and stylistic musical material in a style of your choice • **Record** live instruments **Activity 1: Plan** 1. Choose the style that you want to compose in 2. Analyse two pieces of music that demonstrate typical stylistic features of that style. You should find out the following information: • **Instrumentation** • **Structure** • **Harmony** • **Tempo** • **Time signature** • **Rhythm** • **Melody** **Activity 2: Your Composition** From your research you must decide the following in your DAW: 1. What instruments you will use 2. What your key will be 3. What your tempo will be			

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content

	4. What chord progressions you will use
	5. What your structure will be
	6. What melodic form(s) you will use
	7. What rhythmic devices you will use
	
	Activity 3: Your Composing
	You should now spend 20 minutes creating musical ideas in your DAW project.
	Remember to use ideas from your research to help you create:
	• Drum patterns
	• Chord progressions
	• Rhythms
	• Melodies
	Your composition should be between 1 minute 30 seconds and 2 minutes 30 seconds.
	
	Activity 4: Composing log
	1. Take screenshots of the work that you have completed today.
	2. Make bullet point notes explaining the reasons for your choices.
	3. You should use the musical elements headings to structure your work:
	    • Instrumentation
	    • Structure
	    • Harmony
	    • Tempo
	    • Time signature
	    • Rhythm
	    • Melody			

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Progress check: 1. What is the style of your composition? 2. What instruments have you used? 3. What is the structure of your composition? 4. What is the key of your composition? 5. What is the tempo of your composition? 6. What is the time signature of your composition? **Lesson recap:** **Create** a short composition in a style of your choice. **Use** key stylistic features from our pastiche compositions. **Create** a composition log **Create** original and stylistic musical material in a style of your choice **Record** live instruments **Home study:** Spend 20 minutes using the classroom facilities to: • Update your composition log. • Develop your initial compositional ideas for your style.			
24	**Starter activity: 6 minutes** Listen to a peer's composition so far. Give them feedback by writing notes within their project. You should give them at least: • One thing that they have done well • One thing that they can improve on			

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	What you will learn: By the end of the lesson You must be able to: • **Create** a short composition in a style of your choice. • **Use** key stylistic features from our pastiche compositions. • **Create** a composition log • **Review** your composition You may also be able to: • **Create** original and stylistic musical material in a style of your choice • **Record** live instruments **Activity 1: Composing** You should now spend 20 minutes developing your musical ideas in your DAW project. Remember to use ideas from your research to help you create: • Drum patterns • Chord progressions • Rhythms • Melodies Your composition should be between 1 minute 30 seconds and 2 minutes 30 seconds. **Activity 2: Composing Log** 1. Take screenshots of the work that you have completed today.			

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	2. Make bullet point notes explaining the reasons for your choices. 3. You should use the musical elements headings to structure your work: - Instrumentation - Structure - Harmony - Tempo - Time signature - Rhythm - Melody **Activity 3: Composing** You should now spend 10 minutes finalising your musical ideas in your DAW project. You should then export your project to an MP3 to add to your compositional log. **Activity 3: Composing Log & Review** 1. Explain how you finished your composition and exported to an MP3. 2. Review your completed project describing the following: - What was successful - What was unsuccessful - How you would improve the project **Progress check:** 1. Listen to a peers piece of work. 2. Add one strength to their review 3. Add one weakness to their review 4. Add one way they could improve.			

Lesson	Learning activities Implementation	Resources Support	Assessment method Impact	Mapping Teaching content
	Lesson recap: **Create** a short composition in a style of your choice. **Use** key stylistic features from our pastiche compositions. **Create** a composition log **Create** original and stylistic musical material in a style of your choice **Record** live instruments **Home study:** Review the learning outcomes from across your workbook. Create 2 lists. List 1: Outcomes that you are confident with your ability List 2: Outcomes that you still need to work on. Add these to your workbook. **End of lesson.**			