

School / Term / <i>Holyhead School</i> <i>spring 2</i>	Subject: Music	Duration of Unit: 4 weeks
Group / Class: 9	Title / Topic / Theme: Learning and recording a cover Practical and Technology devised by Benjamin Stanaway	Weekly hours/lessons: 2 x 50 min sessions a week
The number in group/class: 15		Length of lessons: 50

Pupil information (school data): Ability range with evidence, individual needs, group dynamics	Mixed ability, mixed race, mixed gender mostly PP pupils Some students are known behaviour challenges low ability underachieving below target grades
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Experience: Prior skills, knowledge concepts; NC levels; exam progress	basic keyboard skills, basic DAW reason skills, re-drum, no musical theory and overall low music ability and musical confidence.
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General Aims:	To provide opportunities for pupils to: <ul style="list-style-type: none"> • To learn and master a popular song of their choice • To produce a multi-track recording of a cover in reason 9 • To gain an insight into the hours required to create a recording of a song 	Links to N.C. and/or Exam Specs: <ul style="list-style-type: none"> • play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
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		<ul style="list-style-type: none"> ● identify and use the inter-related dimensions of music expressively and with increasing sophistication, including the use of tonalities, different types of scales and other musical devices
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Intended Learning: Include skills, concepts, values etc,	By the end of the unit pupils will have learned: <ul style="list-style-type: none"> ➤ Self-organisation ➤ Time management ➤ Independent learning ➤ rehearsal techniques, breakdown songs ➤ recording techniques, structures, recording in parts ➤ self evaluation
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Phase	Key Intended Learning	Possible Activities	Assessment How key intended learning will be assessed	Inclusion and Links to Wider Learning Including transferable skills	Resources (including ICT)
A	<p>introduction to the unit/ introducing the different songs, the process we will be following.</p> <p>In the second period, students will create a drum track with an appropriate BPM.</p>	<ul style="list-style-type: none"> ● introduction to the unit, reading the 'rsl' mock document as a class and discussing what is required of the students for this unit of work to hit the pass merit criteria ● introducing them to the two different song options - Samantha by Dave and Ispy by Kyle, discussing the difficulties, possible modelling.3 ● questions and discussion regarding 	<p>Students will be asked to complete a google form created to assess their progress so far in the unit. As the unit progresses they will continue to add to this so I can collect evidence that can be broken down into charts and graphs.</p> <p>The other part of the assessment involves check sheets that the pupil's recordings are marked against in order to ensure they are completing the tasks. This is to be</p>	<ul style="list-style-type: none"> ● student-led learning ● students helping and supporting each other ● communication ● listening skills ● LORIC ● SMSC - Social - Moral 	<p>RSL brief</p> <p>Lesson one slides</p> <p>Samantha and Ispy resources</p> <p>computers</p> <p>keyboards</p> <p>midi keyboards</p> <p>headphones</p> <p>reason 9</p>

		<p>their thoughts and concerns</p> <ul style="list-style-type: none"> • Creating a beat on redrum that is the same tempo as their chosen track to begin tracking to • The second half of the lesson will see them get set up on reason and begin tracking in the parts they have been learning. a section of this time will also be used for the pupils to fill in their google form to update me and keep a record of their progress. 	<p>completed by the pupils however will be monitored and vetted by myself</p>		
B	chord parts	<ul style="list-style-type: none"> • the lessons will be split into these sections • introducing the part they will be learning, the key musical concepts around it, terminology, techniques, modelling, • Students will be split up into two groups depending on the songs they are learnings. • I initially model and teach the parts and 	<p>Students will be asked to complete a google form created to assess their progress so far in the unit. As the unit progresses they will continue to add to this so I can collect evidence that can be broken down into charts and graphs.</p> <p>The other part of the assessment involves check sheets that the pupil's recordings are marked against in order to ensure</p>	<ul style="list-style-type: none"> • student-led learning • students helping and supporting each other • communication • listening skills • LORIC • SMSC - Social - Moral 	<p>RSL brief Lesson one slides Samantha and I spy resources computers keyboards midi keyboards headphones reason 9</p>

		<p>then the students who pick up on it faster will be student leaders in the class and help the pupils struggling to grasp the parts.</p> <ul style="list-style-type: none"> • Students will then attempt to record these parts individually at keyboards using REASON 9, myself and JL will be able to circulate the room and provide additional support or challenge to students during these sessions • there may also be starters and plenaries that focus on addressing any issues they are having - rhythm - misconceptions around BPM etc 	<p>they are completing the tasks. This is to be completed by the pupils however will be monitored and vetted by myself</p>		
C	<p>bass line for I spy Melody line for Samantha</p>	<ul style="list-style-type: none"> • the lessons will be split into these sections • introducing the part they will be learning, the key musical concepts around it, terminology, techniques, modelling, 	<p>Students will be asked to complete a google form created to assess their progress so far in the unit. As the unit progresses they will continue to add to this so I can collect evidence that can be broken down into charts and graphs.</p>	<ul style="list-style-type: none"> • student-led learning • students helping and supporting each other • communication • listening skills • LORIC • SMSC - Social - Moral 	<p>RSL brief Lesson one slides Samantha and I spy resources computers keyboards midi keyboards headphones reason 9</p>

		<ul style="list-style-type: none"> • Students will attempt to learn these parts individually at keyboards, myself and JL will be able to circulate the room and provide additional support or challenge to students during these sessions. • Student leaders also help aid the learning of less confident and able learners • The second part of the lessons sees the pupils move from the practical to the recording element of the lesson in which they begin to record the parts they have learnt in the previous lesson. 	<p>The other part of the assessment involves check sheets that the pupils' recordings are marked against in order to ensure they are completing the tasks. This is to be completed by the pupils however will be monitored and vetted by myself</p> <p>This lesson also includes a peer listening section in which pupils play their recordings or parts to the class to feedback and discuss areas to improve.</p>		
D	- intervention - contingency - and sharing work with their peers	<ul style="list-style-type: none"> • At this point, pupils are at different stages of their projects and parts are no longer the class as a whole. However, the practical session will be used to address issues that have become apparent after listening to their recordings so far. 	Pupils will share their final /evolving products with and complete a feedback sheet on listening,	<ul style="list-style-type: none"> • student-led learning • students helping and supporting each other • communication • listening skills • LORIC • SMSC - Social - Moral 	RSL brief Lesson one slides Samantha and Ispy resources computers keyboards midi keyboards headphones reason 9

		<ul style="list-style-type: none"> • Some students have learnt their parts but struggled to record it in time to the beat they create so as a class using 3 different bpm drum beats the pupils will play their parts to the drum beats and adapting the parts to fit to different tempos in order to develop their rhythm and timing skills. • The second half of the lesson pupils continue with their projects and receive 1 -1 support from myself a JL - pupils • Pupils who are ahead will look at adding additional features outside of the ones I have shown the class - extra melodies - harmony - vocals. 			
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