

# Lesson Plans

Blackbird

## All Unit Documents in One Place

This document contains all the supporting documentation for this unit in one complete PDF and includes the following:-

- Unit Overview
- Suggested Pathway Planning Document
- Lesson Plans

# Blackbird by The Beatles

A Beatles' Song About Civil Rights

Please use the accompanying **Activity Manual** for in-depth guidance, knowledge and understanding.

## Unit Overview

This is a six-week Unit of Work. All the learning in this unit is focused around one song: Blackbird.

If you are using this Unit of Work as part of the **Scheme**, it has been placed in **Lower KS2, Year 4/Ages 7-8** and is supported by Listen & Appraise documentation, One-page step-by-step / weekly Lesson Plans, and an Assessment Framework. To deliver your music lesson musically, it is very important that you follow the step-by-step planning that accompanies the on-screen resources.

If you are using this Unit of Work flexibly, you will have chosen it from the **Freestyle** options. You decide which age group it will best suit. The Freestyle approach is also supported by Listen & Appraise documentation, Flexible One-page step-by-step /weekly Lesson Plans, a Flexible Planning Grid and an Assessment Framework.

The Strands of Musical Learning in this Unit of Work relate to and progress towards the 'End of Key Stage Expectations (Musical Learning for the end of Lower KS2, Year 4/Ages 7-8)' document. (see supporting Assessment documentation). Your step-by-step learning focus will be the new musical activity or the strand of musical learning that needs particular attention from the previous step (see 'Introduction to Assessment') the remainder of the activities within the lesson are ongoing skills.

Accompanying both approaches is the **Activity Manual**. This manual is a detailed teacher guide for all activities and will provide comprehensive support for all teachers.

## How this Unit is Organised; Strands of Musical Learning:

1. **Listen and Appraise** the song Blackbird and other songs by The Beatles:
  - Blackbird by The Beatles
  - Yellow Submarine by The Beatles
  - Hey Jude by The Beatles
  - Can't Buy Me Love by The Beatles
  - Yesterday by The Beatles
  - Let It Be by The Beatles

1. **Musical Activities** - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:
  - a. Warm-up Games (including vocal warm-ups)
  - b. Flexible Games (optional extension work)
  - c. Learn to Sing the Song
  - d. Play Instruments with the Song
  - e. Improvise with the Song
  - f. Compose with the Song
2. **Perform the Song** - perform and share your learning as you progress through the Unit of Work.

## Teaching and Learning support for this unit:

Please use the accompanying **ACTIVITY MANUAL** for in-depth guidance, knowledge and understanding.

There are two supporting documents called **Pop Music and The Beatles and Blackbird and the Civil Rights Movement in a folder named 'The Beatles' Extras!'**. You will find this folder alongside all the supporting documentation on the unit homepage.

### Listen & Appraise

Each step has a Listen and Appraise document for your use with all the research and information that is needed to complete the tasks and activities you see on-screen.

The main unit song is Blackbird by The Beatles. All musical learning will happen around this song and you will have the option to Listen and Appraise other songs in steps 2-6.

**See the individual Listen and Appraise step-by-step supporting documents for complete information. This song teaches us about The Beatles and about Civil Rights - there will be social themes and topics that arise from this song for discussion and/or further investigation.**

### Musical Activities

The children will be using instruments during this section of the unit.

Using band/orchestral instruments with classroom instruments to create an ensemble that engages all children is exciting! Dependent on the age of the children in your class, some will play these instruments and therefore will want to bring them to the lesson - please encourage this. You wouldn't want to play a glock if you played the trumpet or violin.

Some of the instruments brought to the lesson might be transposing instruments. This means that they will need to play different notes in order to sound the same as a glock or recorder. Don't worry! Below is a list of instruments and the notes they will need to play to match classroom instruments in this unit. Remember that you can ask visiting music teachers to assist with instrumental issues.

Downloadable parts (sheets of printed music) are supplied for these instruments to play in the 'Play Instruments with the Song' section of this unit. There is also an option for classroom instruments to have notated parts on the screen to play along with, as well as by ear. Remember, playing by ear or with a sound-before-symbol approach is the priority. Some of these parts may have few notes but employ more difficult rhythms - **this unit has very straightforward easy and medium parts so make it a priority to learn the melody.** Please use glocks as your main classroom instrument unless you, as a teacher, have experience playing the recorder.

- C instruments: Classroom instruments (glockenspiels, recorder), flute, oboe, bassoon, trombone, violin, cello, guitar, ukulele, keyboard
  - In the easy glock part, the notes used are: C and D
  - In the medium glock part, the notes used are: C, D and E

See instrumental parts for other band/orchestral instruments.

### **Notes to use in Warm-up Games, Improvisation and Composition:**

- C instruments: Classroom instruments (glockenspiels, recorder), flute, oboe, bassoon, trombone, violin, cello, guitar, ukulele, keyboard  
Notes to play: C, D and E in this order (C is the home note and you will always start with C)  
So, note 1 = C, note 2 = D and note 3 = E
- B $\flat$  instruments: Clarinet, trumpet, cornet, tenor horn, euphonium, baritone, trombone in B $\flat$   
Notes to play: D, E, F $\sharp$   
So, note 1 = D, note 2 = E and note 3 = F $\sharp$
- E $\flat$  instruments: Alto sax, E $\flat$  horn  
Notes to play: A, B, C $\sharp$   
So, note 1 = A, note 2 = B and note 3 = C $\sharp$

Bronze, Silver and Gold Challenges are incorporated into the Games and Improvisation sections of this Unit of Work. These differentiated activities are NOT a measure of attainment but about building musical skills in a fun and challenging way over time.

## **A. Warm-up Games (including Vocal Warm-ups)**

Have fun playing Rhythm and Pitch Games as you progress through the Bronze, Silver and Gold Challenges. All three ( Bronze, Silver and Gold) Games Tracks are available here to be progressed through over the 6-step learning episode. You may want to revisit, for example, the Bronze Challenge to embed skills even if you have completed it and moved to Silver.

Get your instruments ready, you will need to use them after the pulse and copy back rhythm games. You can use band/orchestral instruments too if you wish.

**Game 1 - Find the pulse,** use your imagination.

### **Game 2 - Rhythm Copy Back:**

- Bronze - 'Clap and say back the rhythms you hear. Use the on-screen words to help you'
- Silver - 'Your teacher will clap the first 4 rhythms for you to copy back. Your teacher will then choose 1 of you to clap the next 4 rhythms for the class to copy back'
- Gold - 'Choose 4 leaders to clap rhythms for the rest of the class to copy back'

**Game 3 - Pitch Copy Back -** Bronze without notation and Silver and Gold with notation:

- Bronze - Copy back: 'Listen and sing back' (no notation)
- Silver - Copy back with instruments. The first 4 examples are without notation and the second 4 are with notation: 'Copy back the riffs you hear using the note C'
- Gold - Copy back with instruments. The first 4 examples are without notation and the second 4 are with notation: 'Copy back the riffs you hear using the note C and sometimes D. You will always start on C'

**Game 4 - Pitch copy back and vocal warm-ups:** Use your voices to copy back this time. Use 'La' when you are singing back.

## **B. Flexible Games (optional extension activity)**

These games are optional, flexible extension activities with Bronze, Silver and Gold Challenges.

These differentiated challenges are NOT a measure of attainment but about building musical skills in a fun and challenging way. All three Games Tracks are available here to be progressed through over the 6-step learning episode. You may want to revisit, for example, the Bronze Challenge to embed skills even if you have completed it and moved to Silver. The progression is in-built.

### **C. Learn to Sing the Song: Vocal Warm-ups and Singing**

You may have already warmed up your voices in the previous activity but there are more vocal warm-ups, should you wish to use them, in Charanga Sing.

On the screen you will have the option to break the song down into manageable learning sections. There is also a tempo controller that will slow the song down to aid learning.

Add movement to the song and have fun. Let the children use their imaginations to choreograph movement to the song.

### **D. Play Instruments with the Song: With or Without Notation**

On the screen you will see animated glocks and recorders playing easy and medium differentiated parts by ear. Please **do** play the easy and medium parts on the glock if you have no recorder experience. The sheet music tab on your resource will give you access to three differentiated parts for all band/orchestral instruments. These notated parts can be shown on-screen if you are teaching a KS2/Ages 7-11 class and want to introduce notation.

This section of the unit is designed for you to rehearse the instrumental parts. You will rehearse these parts with the section of the song that you will play over when you perform the song as a whole.

## E. Improvise with the Song: Using Your Voices and Instruments

These activities have in-built progression for you to follow according to the unit, year group and Key Stage. Work through the challenges as suggested on the One-page Lesson Plan.

Bronze Challenge	Silver Challenge	Gold Challenge
<b>Sing, Play and Copy back</b>	<b>Sing, Play and Copy back</b>	<b>Sing, Play and Copy back</b>
Listen and sing back.	Listen and copy back using instruments, 1 note, C.	Listen and copy back using instruments, 2 notes, C and D.
<b>Play and Improvise</b>	<b>Play and Improvise</b>	<b>Play and Improvise</b>
Using your instruments, listen and play your own answer using 1 note, C.	Using your instruments, listen and play your own answer using the notes C and sometimes D.	Using your instruments, listen and play your own answer using the notes C, D and sometimes E.
<b>Improvise!</b>	<b>Improvise!</b>	<b>Improvise!</b>
Take it in turns to improvise using 1 note, C.	Take it in turns to improvise using 1 or 2 notes, C and D.	Take it in turns to improvise using 3 notes, C, D and E.

On the screen you can select your activity:

### 1. Sing, Play and Copy Back

- Bronze - Singing copy back
- Silver - Copy back using your instruments, 1 note, C
- Gold - Copy back using your instruments, 2 notes, C and D. You will always start on a C

### 2. Play and Improvise! (You will be using the notes C and D)

Question and Answer using instruments:

- Bronze - Question and Answer using instruments with the note C in your answer
- Silver - Question and Answer using instruments with the notes C and sometimes A in your answer. Always start on a C
- Gold - Question and Answer using instruments with the notes C, D and sometimes E in your answer. Always start on a C

### 3. Improvisation! (You will be using the notes C, D and E)

- Bronze - improvise using 1 note, C
- Silver - improvise using 1 or 2 notes, C and D
- Gold - improvise using 2 or 3 notes, C, D and E

Take it in turns to improvise using the skills you have acquired. Use 1 or 2 notes. Practise improvising over the track of the song you are learning. You can clap, sing or play, you decide. Take it in turns to improvise or, play in groups.

Using the notes from your activity, improvise within the given performance option in 'Perform the Song'. You can improvise all together, in groups or as a solo - you decide.

### F. Compose with the Song: Using your Instruments

Add a selection of the children's compositions during the playing/instrumental section of this song.

The on-screen Music Explorer Composition Tool will guide you through the following options:

**Option 1:** A way into composition with your class using up to 3 notes

**Option 2 (Extended option):** A more differentiated approach to composition in groups using a mix of classroom and band/orchestral instruments

#### Option 1

- Select '3 note set' (C, D and E). You can use 1, 2 or 3 notes in your composition.
- Select a view to get started - select 'Pulse'.
- Click play then find the pulse together as a class.
- Select the button next to the heart button near the bottom of the screen. This button is the Rhythm Grid button. This will bring up 8 empty bars on the screen. You can fill in those bars together. Drag and drop four 1's into the first bar and one 1 into the second bar. Repeat this onto the next three lines and click play. Clap along together. This rhythm is Bronze Improvisation Riff 1.
- Select the button next to the Rhythm Grid button which has 3 notes on it. This button is the Rhythm Notation button and when you click on this, the rhythm you created as a class will turn into rhythmic notation.
- Select the button next to the Rhythm Notation button. This button is the Note Grid button and the rhythm will turn into pitch. You have chosen the 3 note set so only have the choice of the notes G, A and B. Click on the notes and the pitch will



change. Start with a G and end with a G (this is your 'home' note). Start to drag and drop simple rhythm blocks into the bars and then decide upon the pitches.

- Select the button to the right of the Note Grid button. This button is the Notation with note-names button, and your composition will become formal notation with the note-names written underneath for you all to play! Well done!
- If you select the final button this is the Notation button. Click this and the note-names will disappear! (This is an option for extension work.)
- Perform this together as part of the song you are learning.

### **Option 2 (Extended option)**

- Work in groups.
- Select the appropriate note set to suit your instrumental group.
- Select a view to get started - you decide.
- Progress to creating an 8-bar composition for your group to play with block notation or formal notation, it's up to you.
- Perform to the class and decide which 2 compositions will be part of your performance.

### **Performing the Compositions**

When performing with the track, children will play their composition during the playing/instrumental section.

When the children are ready to play their compositions as part of the whole song, move to the performance section of the unit.

### **Which Instruments and Which Notes? (see Activity Manual for support)**

## **Perform and Share**

Remember to add some movement.

The structure of this song:

- Introduction
- Verse 1
- Bridge
- Chorus
- Verse 2
- Bridge
- Extended chorus

### **These are the options on the screen:**

- Perform the whole song

- Perform the whole song with your activities of choice

# Blackbird

## 6-week Suggested Pathway: Planning Document

Step	Section 1 Listen and Appraise	Section 2 Musical Activities	Section 3 Perform
1.	Blackbird by The Beatles	a. Warm-up Games b. Flexible Games (optional) b. Vocal warm-ups and start to learn the song Blackbird	Sing the song
2.	Yellow Submarine by The Beatles  Blackbird by The Beatles	a. Warm-up Games b. Flexible Games (optional) c. Vocal warm-ups Continue to learn to sing the song Blackbird d. Play instrumental parts	Sing the song and play instrumental parts within the song
3.	Hey Jude by The Beatles  Blackbird by The Beatles	a. Warm-up Games b. Flexible Games (optional) c. Vocal warm-ups. Sing the song Blackbird, perhaps use the extended version. c. Play instrumental parts d. Improvise	Sing the song and improvise using voices and/or instruments within the song
4.	Can't Buy Me Love by The Beatles  Blackbird by The Beatles	a. Warm-up Games b. Flexible Games (optional) c. Vocal warm-ups. Sing the song Blackbird, perhaps use the extended version. d. Play instrumental parts e. Compose	Sing the song and perform composition(s) within the song

<b>5.</b>	<p>Yesterday by The Beatles</p> <p>Blackbird by The Beatles</p>	<p>a. Warm-up Games  b. Flexible Games (optional)  c. Vocal warm-ups. Sing the song Blackbird  Options:  d. Include some instrumental and/or  e. Vocal improvisation within the song  f. Play your composition(s) within the song</p>	<p>Choose what you perform today. Start to prepare for the end-of-unit performance</p>
<b>6.</b>	<p>Let It Be by The Beatles</p> <p>Blackbird by The Beatles</p>	<p>a. Warm-up Games  b. Flexible Games (optional)  c. Vocal warm-ups. Sing the song Blackbird  d. Choose and play two performance options, then decide which one to practise for the end-of-unit performance</p>	<p>Prepare for the end-of-unit performance</p>

# Blackbird

## Step 1 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise (begin to recognise the style indicators of The Beatles' songs)

- **Listen and Appraise - Blackbird:** Play the song. Click on the 'Listening' tab and use the questions as a focus when you are finding the pulse. After listening, share your thoughts and feelings together. Next, contextualise the song using the Fast Facts and History tabs and then answer the 'Questions' together. Try to use correct musical language. (See Unit Overview.)

Notes .....

### 2. Musical Activities (embed with increasing depth over time) *Use the Activity Manual for support*

- Warm-up Games - Blackbird:** Starting with the Bronze Challenge and moving to Silver and Gold over time, clap, sing and play through the Copyback and Question and Answer Activities. (See Unit Overview.)
- Flexible Games (an optional extension activity) - Blackbird:** Starting with the Bronze Challenge, work through the warm-up games/activities. (See Unit Overview.)
- Vocal Warm-ups and Learn to Sing the Song - Blackbird:** Start to learn to sing the song. (See Unit Overview.)

Notes .....

### 3. Perform

- **Performance - Blackbird:** Perform and share what has taken place in today's lesson. Sing the song.

Notes .....

## Continuous Assessment opportunities:

<b>Evidence</b> Have you recorded and uploaded?	
<b>Notable outcomes</b> Musical? Social? Unexpected? Exciting?	
<b>General learning focus for next time</b> Discuss with pupils.	

# Blackbird

## Listen and Appraise Step 1

### Blackbird

You will see the tabs *Listen*, *Appraise*, *Fast Facts* and *History* on the screen.

### Listen

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Talk about them after listening.

- How does the song make you feel?
- Does the song tell a story?
- What does the song make you think of?
- How old do you think this piece of music is?

### Appraise

After listening to the song, answer the on-screen questions. Click 'Show answer' and an answer will appear! These questions are for all abilities. Encourage the use of correct musical language when responding.

- Did the tempo stay the same all the way through the song? *No. The song slows down and stops to make way for birdsong after the second chorus. The song then returns to its original tempo.*
- In music, dynamics means how loud or quiet the music is. What are the dynamics in this song? *This is a quiet, gentle song. It is slightly louder in the chorus sections as there is more than one singer. The instrumental section is slightly louder too.*
- Can you identify the different instruments / voices that you heard? *Solo male vocals in the verses with another male vocal in the chorus sections. Acoustic guitar and percussion. Birdsong.*
- Did all the instruments and voices play or sing throughout the song? *The birdsong only occurs in some of the introductions. The other male vocal joins the solo in the chorus sections.*
- What is the style of this music? *This is a Pop song from the 1960s*

*Some style indicators of The Beatles' music:*

- *British (rather than American) accents*
  - *standard song forms with a verse and a chorus and sometimes a bridge - like the Pop songs we hear today*
  - *distinctive chord sequences and vocal harmonies*
  - *rhythmic guitar work*
  - *simple melodies*
  - *clever and sometimes funny lyrics*
- *How is the song put together?*  
***The structure of the song:***

*Short introduction*

*Verse 1*

*Short Introduction*

*Verse 2 straight into*

*Chorus*

*Short intro*

*Guitar instrumental*

*Chorus*

*Short intro into birdsong*

*Short intro*

*Verse 3 with repeated tag ending*

*Birdsong to end*

- *Did you hear a riff, hook or a solo in this song? Yes, the introductions include an instrumental hook, in the verse the vocals always sing: "Blackbird singing in the dead of night (another hook). The chorus itself is a hook.*
- *Did you like the song?*  
*It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.*

## Fast Facts

Information about the song (there is more information about **The Beatles, the song *Blackbird* and The Civil Rights Movement** in the accompanying documentation 'The Beatles' Extras!'):

- The Beatles helped to reshape Western Pop music in the 1960s and were the most successful band ever
- The Beatles had four members in their band: John Lennon, Paul McCartney, George Harrison and Ringo Starr
- Paul McCartney wrote this song Blackbird about civil rights for African Americans

- Slavery had been abolished in America but racism was still happening and life just wasn't equal for African Americans
- There was a huge struggle for equality, lots of dreadful things were going on, people were dying
- In the 1950s and 1960s, the civil rights movement – led by Martin Luther King Jr. – challenged 'white supremacy'
- After reading about this, Paul wrote the song Blackbird about a black woman, in support of the Black Power Movement.

## **History**

Pictorial contextualisation of the song and style on the screen.



# Blackbird

## Step 2 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise (begin to recognise the style indicators of The Beatles' songs)

- **Listen and Appraise - Yellow Submarine:** Play the song. Click on the 'Listening' tab and use the questions as a focus when you are finding the pulse. After listening, share your thoughts and feelings together. Next, contextualise the song using the Fast Facts and History tabs and then answer the 'Questions' together. Try to use correct musical language. (See Unit Overview.)
- **Listen and Appraise - Blackbird (if you want to):** How are the songs different, how are they similar?

Notes .....

### 2. Musical Activities (embed with increasing depth over time) *Use the Activity Manual for support*

- Warm-up Games - Blackbird:** Starting with the Bronze Challenge and moving to Silver and Gold over time, clap, sing and play through the Copyback and Question and Answer Activities. (See Unit Overview.)
- Flexible Games (an optional extension activity) - Blackbird:** Starting with the Bronze Challenge, work through the warm-up games/activities. (See Unit Overview.)
- Vocal warm-ups and Learn to Sing the Song - Blackbird:** Continue to learn to sing the song. (See Unit Overview.)
- Play Your Instruments with the Song:** New Musical Activity in this step. (See Unit Overview.)

Notes .....

### 3. Perform

- **Performance - Blackbird:** Perform and share what has taken place in today's lesson. You can sing and play instrumental parts within the song, you decide.

Notes .....

## Continuous Assessment opportunities:

<b>Evidence</b> Have you recorded and uploaded?	
<b>Notable outcomes</b> Musical? Social? Unexpected? Exciting?	
<b>General learning focus for next time</b> Discuss with pupils.	

# Blackbird

## Listen and Appraise Step 2

Yellow Submarine by The Beatles

You will see the tabs *Listen*, *Appraise*, *Fast Facts* and *History* on the screen.

### Listen

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Talk about them after listening.

- How does the song make you feel?
- Does the song tell a story?
- What does the song make you think of?
- How old do you think this piece of music is?

### Appraise

After listening to the song, answer the on-screen questions. Click 'Show answer' and an answer will appear! These questions are for all abilities. Encourage the use of correct musical language when responding.

- Did the tempo stay the same all the way through the song? *Yes.*
- In music, dynamics means how loud or quiet the music is. What are the dynamics in this song? *There is a solo voice in the verse and so the chorus is louder as there are more voices singing.*
- Can you identify the different instruments / voices that you heard? *Acoustic guitar, drums and bass. You can hear waves crashing around the yellow submarine (verse 1, 2 and the first chorus), friends laughing and chattering and a brass band playing in verse 3. In verse 4, there are no lyrics only comedy sounds and voices! In verse 5 you can hear a funny voice echoing the solo voice.*
- Did all the instruments and voices play or sing throughout the song? *No - there are different sounds throughout. The verses are sung by a solo voice and other voices join in the chorus.*

- What is the style of this music? *This is a Pop song from the 1960s.*  
*Some style indicators of The Beatles' music:*
  - *British (rather than American) accents*
  - *standard song forms with a verse and a chorus and sometimes a bridge - like the Pop songs we hear today*
  - *distinctive chord sequences and vocal harmonies*
  - *rhythmic guitar work*
  - *simple melodies*
  - *clever and sometimes funny lyrics*
- How is the song put together?  
***The structure of the song:***  
*Verse 1*  
*Verse 2*  
*Chorus*  
*Verse 3*  
*Chorus*  
*Verse 4*  
*Verse 5*  
*Chorus*  
*Chorus to fade*
- Did you hear a riff, hook or a solo in this song? *There is a solo voice in the verses.*  
*The vocal hook is really the whole chorus.*
- Did you like the song? *It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.*

## Fast Facts

Information about the song (*there is more information about the **The Beatles, the song Blackbird and The Civil Rights Movement** in the accompanying documentation 'The Beatles' Extras!'*):

- The Beatles helped to reshape Western Pop music in the 1960s and were the most successful band ever.
- The Beatles had four members in their band: John Lennon, Paul McCartney, George Harrison and Ringo Starr.

- Paul McCartney wrote the majority of this song. He explained shortly after it was released in 1966: "Yellow Submarine is very simple but very different. It's a fun song, a children's song... Ringo sang lead."
- "I was just going to sleep one night and thinking if we had a children's song, it would be nice to be on a yellow submarine where all your friends are with a band."

## **History**

Pictorial contextualisation of the song and style on the screen.

# Blackbird

## Step 3 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise (begin to recognise the style indicators of The Beatles' songs)

- **Listen and Appraise - Hey Jude:** Play the song and find the pulse. Follow the on-screen guidance as in previous steps.
- **Listen and Appraise - Blackbird (if you want to):** How are the songs different, how are they similar?

Notes .....

### 2. Musical Activities (embed with increasing depth over time) *Use the Activity Manual for support*

- Warm-up Games - Blackbird:** Continue to work through the warm-up challenges.
- Flexible Games (an optional extension activity) - Blackbird:** Continue to progress through the challenges.
- Vocal warm-ups and Learn to Sing the Song - Blackbird:** Continue to learn to sing the song. (See Unit Overview.)
- Play Your Instruments with the Song:** Revisit your learning from the last step.
- Improvise with the Song:** New Musical Activity for this step. (See Unit Overview.)

Notes .....

### 3. Perform

- **Performance - Blackbird:** Perform and share what has taken place in today's lesson. Sing the song and improvise using voices and/or instruments within the song.

Notes .....

## Continuous Assessment opportunities:

<b>Evidence</b> Have you recorded and uploaded?	
<b>Notable outcomes</b> Musical? Social? Unexpected? Exciting?	
<b>General learning focus for next time</b> Discuss with pupils.	

# Blackbird

## Listen and Appraise Step 3

Hey Jude by The Beatles

You will see the tabs *Listen*, *Appraise*, *Fast Facts* and *History* on the screen.

### Listen

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Talk about them after listening.

- How does the song make you feel?
- Does the song tell a story?
- What does the song make you think of?
- How old do you think this piece of music is?

### Appraise

After listening to the song, answer the on-screen questions. Click 'Show answer' and an answer will appear! These questions are for all abilities. Encourage the use of correct musical language when responding.

- Did the tempo stay the same all the way through the song? *Yes.*
- In music, dynamics means how loud or quiet the music is. What are the dynamics in this song? *The song begins quietly and gently. As instruments and backing vocals are added throughout the song, it becomes louder. Finally, in the coda, at the end of the song, it has a far more passionate/aggressive feel and is much louder.*
- Can you identify the different instruments/voices that you heard? *Acoustic guitar, voice, backing vocals, piano, drums, bass, percussion including tambourine.*
- Did all the instruments and voices play or sing throughout the song? *No. The songs starts with a solo voice and piano. As the song progresses, backing vocals, drums, guitar, bass and percussion are added.*
- What is the style of this music? *A Pop Ballad from the 1960s.*

*Some style indicators of The Beatles' music:*

- *British (rather than American) accents*
- *standard song forms with a verse and a chorus and sometimes a bridge - like the Pop songs we hear today*
- *distinctive chord sequences and vocal harmonies*
- *rhythmic guitar work*
- *simple melodies*
- *clever and sometimes funny lyrics*

- How is the song put together?

***The structure of the song:***

*Section A - "Hey Jude! Don't make it bad..."*

*Section A with the same melody but different words - "Hey Jude! Don't be afraid..."*

*Section B - "And anytime you feel the pain..."*

*Short Intro into*

*Section A with different words - "Hey Jude! don't let me down..."*

*Short intro into*

*Coda/Chorus - "Naa, na, na..." (until end).*

- Did you hear a riff, hook or a solo in this song? Yes - 'Hey Jude!' is the vocal hook along with 'naa, naa...' in the famous coda section.
- Did you like the song? It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.

## **Fast Facts**

Information about the song (*there is more information about the **The Beatles, the song Blackbird and The Civil Rights Movement** in the accompanying documentation 'The Beatles' Extras!'*):

- The Beatles helped to reshape Western Pop music in the 1960s and were the most successful band ever.
- The Beatles had four members in their band: John Lennon, Paul McCartney, George Harrison and Ringo Starr.
- Paul McCartney wrote this as 'Hey Jules', a song meant to comfort John Lennon's 5 year old son Julian. The change to 'Jude' was inspired by the character 'Jud' in the musical Oklahoma! (Paul McCartney loves show tunes.)
- The song was released in 1968.

- The song is very long, about 7 minutes in total!

## **History**

Pictorial contextualisation of the song and style on the screen.



# Blackbird

## Step 4 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise (begin to recognise the style indicators of The Beatles' songs)

- **Listen and Appraise - Can't Buy Me Love:** Play the song and find the pulse. Follow the on-screen guidance as in previous steps.
- **Listen and Appraise - Blackbird (if you want to):** How are the songs different, how are they similar?

Notes .....

### 2. Musical Activities (embed with increasing depth over time) *Use the Activity Manual for support*

- Warm-up Games - Blackbird:** Continue to work through the warm-up challenges.
- Flexible Games (an optional extension activity) - Blackbird:** Continue to progress through the challenges.
- Vocal warm-ups and Learn to Sing the Song - Blackbird:** Sing the song. (See Unit Overview.)
- Play Your Instruments with the Song:** Revisit your learning from the last step.
- Improvise with the Song:** Perhaps revisit your learning from the last step.
- Compose with the Song:** New Musical Activity for this step. (See Unit Overview.)

Notes .....

### 3. Perform

- **Performance - Blackbird:** Perform and share what has taken place in today's lesson. Sing the song and perform your composition(s) within the song.

Notes .....

## Continuous Assessment opportunities:

<b>Evidence</b> Have you recorded and uploaded?	
<b>Notable outcomes</b> Musical? Social? Unexpected? Exciting?	
<b>General learning focus for next time</b> Discuss with pupils.	

# Blackbird

## Listen and Appraise Step 4

### Can't Buy Me Love by The Beatles

You will see the tabs *Listen*, *Appraise*, *Fast Facts* and *History* on the screen.

## Listen

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Talk about them after listening.

- How does the song make you feel?
- Does the song tell a story?
- What does the song make you think of?
- How old do you think this piece of music is?

## Appraise

After listening to the song, answer the on-screen questions. Click 'Show answer' and an answer will appear! These questions are for all abilities. Encourage the use of correct musical language when responding.

- Did the tempo stay the same all the way through the song? *Yes.*
- In music, dynamics means how loud or quiet the music is. What are the dynamics in this song? *The song is quite loud but gets even louder as it builds to the electric guitar solo after verse 3.*
- Can you identify the different instruments/voices that you heard? *Two male vocalists, acoustic guitar, electric guitar (added in the chorus), drums and bass.*
- Did all the instruments and voices play or sing throughout the song? *No, the electric guitar joins in the chorus and has a solo after verse 3.*
- What is the style of this music? *This is Pop music from the 1960s.*

*Some style indicators of The Beatles' music:*

- *British (rather than American) accents*
- *standard song forms with a verse and a chorus and sometimes a bridge - like the Pop songs we hear today*
- *distinctive chord sequences and vocal harmonies*
- *rhythmic guitar work*
- *simple melodies*

- *clever and sometimes funny lyrics*

- How is the song put together?

***The structure of the song:***

*Chorus/intro - "Can't buy me love..."*

*Verse 1 - "I'll buy you a diamond ring..."*

*Verse 2 - "I'll give you all..."*

*Chorus - "Can't buy me love..."*

*Guitar solo*

*Chorus - "Can't buy me love..."*

*Verse 4*

*Chorus to end - "Say you don't need..."*

- Did you hear a riff, hook or a solo in this song? *Yes. At the end of each verse the vocal hook is: "I don't care too much for money, money can't buy me love."  
The chorus itself: "Can't buy me love..."*
- Did you like the song?  
*It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.*

## Fast Facts

Information about the song (*there is more information about the **The Beatles, the song Blackbird and The Civil Rights Movement** in the accompanying documentation 'The Beatles' Extras!'*):

- The Beatles helped to reshape Western Pop music in the 1960s and were the most successful band ever.
- The Beatles had four members in their band: John Lennon, Paul McCartney, George Harrison and Ringo Starr.
- Paul McCartney wrote this song.
- The song makes a simple yet profound statement on what matters most in life - LOVE.
- The word 'Love' appeared in many Beatles' lyrics, especially in their early songs.

## History

Pictorial contextualisation of the song and style on the screen.

# Blackbird

## Step 5 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise (begin to recognise the style indicators of The Beatles songs)

- **Listen and Appraise - Yesterday:** Play the song and find the pulse. Follow the on-screen guidance as in previous steps.
- **Listen and Appraise - Blackbird (if you want to):** How are the songs different, how are they similar?

Notes .....

### 2. Musical Activities (embed with increasing depth over time) *Use the Activity Manual for support*

- Warm-up Games - Blackbird:** Continue to work through the warm-up challenges.
- Flexible Games (an optional extension activity) - Blackbird:** Continue to progress through the challenges.
- Vocal warm-ups and Learn to Sing the Song - Blackbird:** Sing the song. (See Unit Overview.)
- Play Your Instruments with the Song:** Revisit this activity.
- Improvise with the Song:** Option to revisit this activity.
- Compose with the Song:** Option to revisit this activity.

Notes .....

### 3. Perform

- **Performance - Blackbird:** Perform and share what has taken place in today's lesson. Choose what you perform today.

Notes .....

## Continuous Assessment opportunities:

<b>Evidence</b> Have you recorded and uploaded?	
<b>Notable outcomes</b> Musical? Social? Unexpected? Exciting?	
<b>General learning focus for next time</b> Discuss with pupils.	

# Blackbird

## Listen and Appraise Step 5

Yesterday by The Beatles

You will see the tabs *Listen*, *Appraise*, *Fast Facts* and *History* on the screen.

### Listen

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Talk about them after listening.

- How does the song make you feel?
- Does the song tell a story?
- What does the song make you think of?
- How old do you think this piece of music is?

### Appraise

After listening to the song, answer the on-screen questions. Click 'Show answer' and an answer will appear! These questions are for all abilities. Encourage the use of correct musical language when responding.

- Did the tempo stay the same all the way through the song? *Yes but the song slows down at the very end.*
- In music, dynamics means how loud or quiet the music is. What are the dynamics in this song? *The dynamics are mostly quiet and gentle in this song.*
- Can you identify the different instruments/voices that you heard? *Mostly a solo male voice, a second male voice joins in unison at the end of the first chorus. An acoustic guitar plays throughout the song and is joined by a string quartet in verse 2 until the end of the song.*
- Did all the instruments and voices play or sing throughout the song? *No, the string quartet comes in during the first chorus. A second voice joins in only at the end of the first chorus.*
- What is the style of this music? *This is a Pop song from the 1960s.*

*Some style indicators of The Beatles' music:*

- *British (rather than American) accents*
- *standard song forms with a verse and a chorus and sometimes a*

- bridge - like the Pop songs we hear today*
  - *distinctive chord sequences and vocal harmonies*
  - *rhythmic guitar work*
  - *simple melodies*
  - *clever and sometimes funny lyrics*
- How is the song put together?  
***The structure of the song:***  
*Introduction*  
*Verse 1*  
*Verse 2*  
*Chorus*  
*Verse 3*  
*Chorus*  
*Verse 4*  
*Ending - "Mmmmm..."*
- Did you hear a riff, hook or a solo in this song? Yes, *the title of the song is heard throughout: "Yesterday".*
- Did you like the song?  
*It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.*

## Fast Facts

Information about the song (*there is more information about the **The Beatles, the song Blackbird and The Civil Rights Movement** in the accompanying documentation 'The Beatles' Extras!'*):

- The Beatles helped to reshape Western Pop music in the 1960s and were the most successful band ever.
- The Beatles had four members in their band: John Lennon, Paul McCartney, George Harrison and Ringo Starr.
- Paul McCartney wrote this song and was the only Beatle to play on it. It was the first time a Beatle recorded without the others.
- John Lennon and Paul McCartney wrote The Beatles' early songs together but by 1965, most of their songs were primarily written by one or the other. They continued to credit all their songs Lennon/McCartney.

- A string quartet was brought in to play on this track. In addition to the strings, this is notable as one of the first Pop songs to use elements of Classical music.
- The working title of this song was "Scrambled Eggs" until Paul could work out the lyrics!
- Paul McCartney has always talked about how easy this song was for him to compose. In describing it, he has said "I did the tune easily and then the words took about two weeks."

## **History**

Pictorial contextualisation of the song and style on the screen.

# Blackbird

## Step 6 – One-page Lesson Plan

Learning focus (optional) .....

### 1. Listen and Appraise (begin to recognise the style indicators of The Beatles' songs)

- **Listen and Appraise - Let It Be:** Play the song and find the pulse. Follow the on-screen guidance as in previous steps.
- **Listen and Appraise - Blackbird (if you want to):** How are the songs different, how are they similar?

Notes .....

### 2. Musical Activities (embed with increasing depth over time) *Use the Activity Manual for support*

- Warm-up Games - Blackbird:** Continue to work through the warm-up challenges.
- Flexible Games (an optional extension activity) - Blackbird:** Continue to progress through the challenges.
- Vocal warm-ups and Learn to Sing the Song - Blackbird:** Sing the song.
- Play Your Instruments with the Song:** Revisit this activity.
- Improvise with the Song:** Option to revisit this activity.
- Compose with the Song:** Option to revisit this activity.

Notes .....

### 3. Perform

- **Performance - Blackbird:** Perform and share what has taken place in today's lesson. Choose what you perform today.

Notes .....

## Continuous Assessment opportunities:

<b>Evidence</b> Have you recorded and uploaded?	
<b>Notable outcomes</b> Musical? Social? Unexpected? Exciting?	
<b>General learning focus for next time</b> Discuss with pupils.	



# Blackbird

## Listen and Appraise Step 6

Let It Be by The Beatles

You will see the tabs *Listen*, *Appraise*, *Fast Facts* and *History* on the screen.

### Listen

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Talk about them after listening.

- How does the song make you feel?
- Does the song tell a story?
- What does the song make you think of?
- How old do you think this piece of music is?

### Appraise

After listening to the song, answer the on-screen questions. Click 'Show answer' and an answer will appear! These questions are for all abilities. Encourage the use of correct musical language when responding.

- Did the tempo stay the same all the way through the song? *Yes apart from the very end when the song slows down.*
- In music, dynamics means how loud or quiet the music is. What are the dynamics in this song? *This song begins quietly with solo male voice and piano. At the chorus, choral backing vocals are added and the sound increases. In verse 2, very light drums and bass enter, building to the chorus where they get louder with added backing vocals and organ. The instrumental interlude is loud including a guitar solo with organ, piano, bass and drums in the background. The song quietens again into the following verses but builds into the chorus and ending.*
- Can you identify the different instruments/voices that you heard? *Solo male voice with choral backing vocals. Piano, bass, drums, acoustic guitar, electric guitar, organ.*

- Did all the instruments and voices play or sing throughout the song? *No. The backing vocals entered in the chorus sections and in some parts of some verses. The drums and bass only entered in verse 3 and organ in the instrumental interlude where the electric guitar played a solo.*

- What is the style of this music? *This is a Pop Ballad from the 1970s.*

*Some style indicators of The Beatles' music:*

- *British (rather than American) accents*
- *standard song forms with a verse and a chorus and sometimes a bridge - like the Pop songs we hear today*
- *distinctive chord sequences and vocal harmonies*
- *rhythmic guitar work*
- *simple melodies*
- *clever and sometimes funny lyrics*
- How is the song put together?

***The structure of the song:***

*Piano intro*

*Verse 1*

*Verse 2*

*Chorus - "Let it be..."*

*Verse 3*

*Verse 4*

*Chorus - "Let it be..."*

*Chorus - "Let it be..."*

*Instrumental interlude*

*Chorus - "Let it be..."*

*Verse 5*

*Verse 6*

*Chorus - "Let it be..."*

*Chorus - "Let it be..."*

*Ending*

- Did you hear a riff, hook or a solo in this song? *Yes, the chorus - "Let it be..."*
- Did you like the song?  
*It doesn't matter if you like or don't like a song or a piece of music. Think about the reasons why you do or don't.*

## Fast Facts

Information about the song (*there is more information about the **The Beatles, the song Blackbird and The Civil Rights Movement** in the accompanying documentation 'The Beatles' Extras!'*):

- The Beatles helped to reshape Western Pop music in the 1960s and were the most successful band ever.
- The Beatles had four members in their band: John Lennon, Paul McCartney, George Harrison and Ringo Starr.
- Paul McCartney wrote this song.
- It was inspired by his mother, Mary, who died when he was 14. Many people thought "Mother Mary" was a biblical reference when they heard it but it wasn't. Paul had a dream one night and he saw his mum who had been dead for ten years or so; she came to him in his time of trouble, speaking words of wisdom. This brought him some peace when he needed it. It was this sweet dream that got him to begin writing the song.
- Let It Be was The Beatles' last album.

## History

Pictorial contextualisation of the song and style on the screen.