

Lesson Plans

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

I Wanna Play In A Band

by Joanna Mangona

A Rock Song for Children

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: I Wanna Play In A Band - a Rock song for children.

If you are using this Unit of Work as part of the **Scheme**, it has been placed in **KS1, Year 2/Ages 6-7** 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 Full Lesson Plans, 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 KS1, Year 2/Ages 6-7)' 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

1. **Listen and Appraise** the I Wanna Play In A Band a Rock song for children:
 - I Wanna Play In A Band by Joanna Mangona
 - We Will Rock You by Queen
 - Smoke On The Water by Deep Purple
 - Rockin' All Over The World by Status Quo
 - Johnny B.Goode by Chuck Berry
 - I Saw Her Standing There by The Beatles
2. **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 (and optional extension activities)
 - f. Compose with the Song
3. **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 detailed descriptions and support for each activity within each Unit of Work.

Listen and 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 I Wanna Play In A Band. 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.

Musical Activities

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

Have fun playing these warm-up (pulse, rhythm and pitch) games. As you progress through the Unit of Work, the activities progress according to the unit and year group.

There are six progressive challenges, one for each step within the Unit of Work.

There is one continuous track that includes four games:

Game 1 - Find the pulse, use your imagination. Choose an animal and find the pulse.

Game 2 - Listen to the rhythm and clap back.

Game 3 - It's your turn. This game is teacher-led initially so make sure you are prepared!

Game 4a - Listen and sing back with added vocal warm-ups. Use your voices to copy back this time. Use 'La' when you are singing back.

Game 4b - Listen, sing back and some different vocal warm-ups. Use your voices to copy back using 'La'.

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 the Song Centre.

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 rap/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/Age 7-11 class.

The notes you will be using on glockenspiel are:

Easy part - D and C

Medium part - G, F and C

(See instrumental parts for other band/orchestral instruments).

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.

On the screen you can select your activity:

Challenges	
Clap and Improvise	
Listen and clap back then listen and clap your own answer	
Sing and Play and Improvise	
Using your voices and instruments, listen and sing back, then listen and play your own answer using 2 notes, F moving to G.	
Improvise	
Take it in turns to improvise.	

1. Clap and Improvise!

- Activity 1 : Clap back rhythms
- Activity 2: Start to improvise with a question and answer activity, clap back your own answer

2. Sing and Play and Improvise! (You will be using the notes F and G)

- Activity 1 : Using your voices, listen and sing back
- Activity 2: Using your instruments, play back
- Activity 3: Question and answer using instruments - start to improvise with a question and answer activity. Listen and play your own answer using 2 notes, F moving to G

3. Improvise! (You will be using the notes F and G)

- 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.

Extension Activities For Improvisation

This resource is an optional extension activity.

F. Compose with the Song: Using your instruments

(Please refer to the **Activity Manual** for more information about composition).

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

Creating the Compositions

1. Whole-class activity – only if you are using one kind of instrument throughout the class, eg all glockenspiels, all recorders; or if you are an instrumental teacher, all clarinets, all violins, all trumpets etc.

Compose the tune with one person at the whiteboard. Encourage all children to put forward their ideas. After the tune has been composed using the computer, children will learn to play it on their instruments, so keep it simple!

2. Group activity – if you have a mixture of instruments in your class eg some clarinets, some flutes etc. This will be more likely in KS2/Ages 7-11.

Divide the class into groups so the children can work together to compose a piece, independent of the teacher.

Click 'play' on the composition screen and you will hear the instrumental section. Drag and drop the notes that you want to use in your composition. Note-names are written in the vertical column on the left hand side.

Once you're happy with your piece you can:

- 'Save audio' which will save an audio (.wav) file of the composed music and the backing track together
- 'Save pattern' which saves a data (.xml) file of only the notes you put in the grid for reloading next time
- 'Load pattern' which lets you locate your saved pattern (.xml) file for loading in

The navigation buttons (at bottom left) operate:

- Volume – controls overall volume
- Play – plays or pauses playback
- Rewind to start – takes you back to the beginning
- Loop – plays the backing only

Practising the Composition

The track repeats indefinitely by default until it is stopped or the loop is switched off. In rehearsal, any number of children can play their composition, one child per repeat, working from whatever notation they choose or by ear.

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
- *Chorus*
- *Verse 1*
- *Chorus*
- *Verse 2*

- *Chorus*
- *Verse 3*
- *Chorus*
- *Verse 4*
- *Final Chorus*
- *Outro*

These are the options on the screen:

- Perform the whole song
- Perform the whole song with your activities of choice

I Wanna Play In A Band

6-week Suggested Pathway: Planning Document

Step	Listen and Appraise	Musical Activities	Performance	Extension Activities
1.	I Wanna Play In A Band by Joanna Mangona	a. Warm-up Games b. Flexible Games (optional) c. Start to learn the song I Wanna Play In A Band	Sing the song	Choose from the suggested ideas
2.	We Will Rock You by Queen I Wanna Play In A Band	a. Warm-up Games b. Flexible Games (optional) c. Sing the song I Wanna Play In A Band d. Play instrumental parts	Sing the song and play instrumental parts within the song	Choose from the suggested ideas
3.	Smoke On The Water by Deep Purple I Wanna Play In A Band	a. Warm-up Games b. Flexible Games (optional) c. Sing the song I Wanna Play In A Band d. Play instrumental parts e. Improvise (optional extension activities for improvisation)	Sing the song and improvise using voices and/or instruments within the song	Choose from the suggested ideas
4.	Rockin' All Over The World by Status Quo I Wanna Play In A Band	a. Warm-up Games b. Flexible Games (optional) c. Sing the song I Wanna Play In A Band d. Play instrumental parts e. Improvise option (optional extension activities for improvisation) f. Compose	Sing the song and perform composition(s) within the song	Choose from the suggested ideas

5.	<p>Johnny B.Goode by Chuck Berry</p> <p>I Wanna Play In A Band</p>	<p>a. Warm-up Games b. Flexible Games (optional) c. Sing the song I Wanna Play In A Band d. Play instrumental parts e. Improvise option (optional extension activities for improvisation) f. Play your composition(s) within the song</p>	Choose what you perform today. Start to prepare for the end-of-unit performance	Choose from the suggested ideas
6.	<p>I Saw Her Standing There by The Beatles</p> <p>I Wanna Play In A Band</p>	<p>a. Warm-up Games b. Flexible Games (optional) c. Sing the song I Wanna Play In A Band d. Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: . Play instrumental parts . Improvise option (optional extension activities for improvisation) . Play your composition(s) within the song Choose and play any of the options below, then decide which one to practise for the end-of-unit performance</p>	Prepare for the end-of-unit performance	Choose from the suggested ideas

I Wanna Play In A Band

Step 1 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (begin to recognise the basic style indicators of Rock music)

- **Listen and Appraise - I Wanna Play In A Band by Joanna Mangona:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. The coloured timeline denotes the song sections.
- After listening, talk about the song and answer the questions together using correct musical language.

Notes

2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - I Wanna Play In A Band**
- Flexible Games (an optional extension activity)**
- Learn to Sing the Song - I Wanna Play In A Band:** Start to learn to sing the song.

Notes

3. Perform

- **Performance - I Wanna Play In A Band:** Perform and share what has taken place in today's lesson - sing the song.

Notes

Continuous Assessment opportunities:

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

I Wanna Play In A Band

Listen and Appraise Step 1

I Wanna Play In A Band by Joanna Mangona

Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening. The answers are below.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

Appraising

After listening to the song, answer the on-screen questions, discuss the song and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

I Wanna Play In A Band by Joanna Mangona

Information about the Song

I Wanna Play In A Band is a rock song written especially for children. In this song you learn about singing and playing together in an ensemble.

Do 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.

What Can You Hear?

Ideas for listening include:

- The vocal line: how many singers? Male/female? *Male and female.*
- The backing/accompaniment: how many instruments? Which ones? *A rock band: electric guitar, bass, drums, keyboards.*
- Which instruments plays the solo? *The electric guitar.*
- Is there a hook? *Yes: the words are "I Wanna Play In A Band".*

- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? *The texture is thick and stays the same throughout the song.*
- The tempo: is it fast, slow or inbetween? *Inbetween.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *The song is loud throughout.*
- The arrangement: which voices/instruments sing/play in which sections? *The instruments build up in number during the song.*

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *A Rock song.*
2. What are the style indicators of rock music?
 - *Heavily-amplified guitar.*
 - *Bass guitar.*
 - *Drums.*
 - *Keyboard sounds.*
 - *Often male vocals with backing vocals from other band members.*
 - *Frequent solo guitar.*
 - *Sometimes distortion of the sound.*
 - *A heavy backbeat.*
3. What are the style indicators in this song, ie how do I know this is rock music
 - *The drum pattern - plays on these beats: 1+2+3+4+. Beats 2 and 4 are called the backbeat.*
 - *The use of solo improvised guitar in the instrumental solos/breaks. In a rock band, the electric guitar is a popular instrument to use for improvisation. The guitar is a feature throughout this song, playing solos in each instrumental break.*

How is the Song Put Together?

What is the structure/form/shape of the song?

The structure of the song is:

- *Introduction*
- *Chorus*
- *Verse 1*
- *Chorus*
- *Verse 2*
- *Chorus*
- *Verse 3*
- *Chorus*
- *Verse 4*
- *Final Chorus*
- *Outro*

I Wanna Play In A Band

Step 2 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (begin to recognise the basic style indicators of Rock music)

- **Listen and Appraise - We Will Rock You by Queen:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - I Wanna Play In A Band (if you want to):** How are the songs different, how are they similar?

Notes

2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - I Wanna Play In A Band**
- Flexible Games (an optional extension activity)**
- Learn to Sing the Song - I Wanna Play In A Band:** Continue to sing the song.
- Play Your Instruments with the Song:** New Musical Activity.

Notes

3. Perform

- **Performance - I Wanna Play In A Band:** Perform and share what has taken place in today's lesson. Sing and play instrumental parts within the song.

Notes

Continuous Assessment opportunities:

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

I Wanna Play In A Band

Listen and Appraise Step 2

We Will Rock You by Queen

Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening. The answers are below.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

Some extra listening ideas:

- Perhaps watch a clip of the original on YouTube?
- Listen to 'I Wanna Play In A Band' again
- Look for similarities and differences between the songs

Appraising

After listening to the song, answer the on-screen questions, discuss the song and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

We Will Rock You by Queen

Information about the Song

Queen are a British rock band formed in London in 1971, originally consisting of Freddie Mercury (lead vocals, piano), Brian May(guitar, vocals), John Deacon (bass guitar, guitars), and Roger Taylor (drums, vocals).

By the early 1980s, Queen were one of the biggest stadium rock bands in the world. In 1991, Mercury died of an AIDS related illness.

"We Will Rock You" is a song written by Brian May and recorded and performed by Queen for their 1977 album News of The World.

Do 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.

What Can You Hear?

Ideas for listening include:

- The vocal line: how many singers? Male/female? *Male, with some backing vocals.*
- The backing/accompaniment: how many instruments? Which ones? *A rock band: electric guitar, bass, drums, keyboards.*
- Which instruments plays the solo? *The electric guitar plays a solo.*
- Is there a hook? *Yes: it's in the chorus: "We will, we will rock you". The well-known drum and clapping riff is also a hook, we remember it, in fact we cannot get it out of our heads!*
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? *The texture is thick all the way through the song, all the instruments play throughout the song.*
- The tempo: is it fast, slow or inbetween? *Inbetween.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *As the texture thickens, more instruments come in, the dynamics get louder.*

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *Rock.*
2. What are the style indicators of rock music?
 - *Heavily-amplified guitar.*
 - *Bass guitar.*
 - *Drums.*
 - *Keyboard sounds.*
 - *Often male vocals with backing vocals from other band members.*
 - *Frequent solo guitar.*
 - *Sometimes distortion of the sound.*
 - *A heavy backbeat.*
3. What are the style indicators in this song, ie how do I know this is rock music
 - *Heavily amplified guitar, bass, drums and keyboard sounds.*
 - *Plenty of solo work on guitar; sometimes the sound is distorted.*
 - *A heavy backbeat.*
 - *Male vocals with backing vocals from other band members.*

How is the Song Put Together?

What is the structure/form/shape of the song?

The structure of the song is:

- *Introduction*
- *Verse 1*
- *Chorus*
- *Verse 2*
- *Chorus*
- *Verse 3*
- *Chorus*
- *Guitar solo*

I Wanna Play In A Band

Step 3 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (begin to recognise the basic style indicators of Rock music)

- **Listen and Appraise - Smoke On The Water by Deep Purple:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - I Wanna Play In A Band (if you want to):** How are the songs different, how are they similar?

Notes

2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - I Wanna Play In A Band**
- Flexible Games (an optional extension activity)**
- Learn to Sing the Song - I Wanna Play In A Band:** Continue to sing the song.
- Play Your Instruments with the Song:** Revisit your learning from the last step.
- Improvise with the Song:** New Musical Activity: Clap and Improvise, Sing, Play and Improvise and Improvise! (See also optional Extension Activities for Improvisation).

Notes

3. Perform

- **Performance - I Wanna Play In A Band:** 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:

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

I Wanna Play In A Band

Listen and Appraise Step 3

Smoke On The Water by Deep Purple

Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening. The answers are below.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

Some extra listening ideas:

- Perhaps watch a clip of the original on YouTube?
- Listen to 'I Wanna Play In A Band' again
- Look for similarities and differences between the songs

Appraising

After listening to the song, answer the on-screen questions, discuss the song and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

Smoke On The Water by Deep Purple

Information about the Song

Deep Purple are a British rock band formed in 1968. They are considered to be among the pioneers of heavy metal and modern hard rock.

Smoke on the Water is a song by Deep Purple. It was first released on their 1972 album Machine Head and is known for and recognizable by its four-note guitar riff.

Do 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.

What Can You Hear?

Ideas for listening include:

- The vocal line: how many singers? Male/female? *Male.*
- The backing/accompaniment: how many instruments? Which ones? *A rock band: electric guitar, bass, drums, keyboards.*
- Which instruments plays the solo? *The electric guitar plays a solo after the second verse and chorus.*
- Is there a hook? *Yes: an instrumental hook played on the electric guitar. It is well known.*
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? *It starts with a thin texture – just a few instruments – and builds up to a thicker texture. The guitar plays in the intro and verses with the drums; the bass comes in only in the chorus. This is unusual for a rock song.*
- The tempo: is it fast, slow or inbetween? *Inbetween.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *As the texture thickens, with instruments playing, the dynamics get louder.*

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *Rock.*
2. What are the style indicators of rock music?
 - *Heavily-amplified guitar.*
 - *Bass guitar.*
 - *Drums.*
 - *Keyboard sounds.*
 - *Often male vocals with backing vocals from other band members.*
 - *Frequent solo guitar.*
 - *Sometimes distortion of the sound.*
 - *A heavy backbeat.*
3. What are the style indicators in this song, ie how do I know this is rock music
 - *Heavily amplified guitar, bass, drums and keyboard sounds.*
 - *Plenty of solo work on guitar; sometimes the sound is distorted.*
 - *Well-known electric guitar riff.*

- *A heavy backbeat.*
- *Heavy bass guitar.*
- *Male vocals.*

How is the Song Put Together?

What is the structure/form/shape of the song?

The structure of the song is:

- *Long introduction adding instruments one by one playing the famous riff*
- *Verse 1*
- *Verse 2*
- *Chorus - "Smoke on the water"*
- *Introduction - famous riff*
- *Verse 3*
- *Verse 4*
- *Chorus - "Smoke on the water"*
- *Introduction - famous riff*
- *Guitar solo leading into*
- *Introduction*
- *Verse 5*
- *Verse 6*
- *Chorus - "Smoke on the water"...*
- *Outro - famous riff*

I Wanna Play In A Band

Step 4 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (begin to recognise the basic style indicators of Rock music)

- **Listen and Appraise - Rockin' All Over The World by Status Quo:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - I Wanna Play In A Band (if you want to):** How are the songs different, how are they similar?

Notes

2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - I Wanna Play In A Band**
- Flexible Games (an optional extension activity)**
- Learn to Sing the Song - I Wanna Play In A Band:** Sing the song.
- Play Your Instruments with the Song:** Option to revisit your learning from the last step.
- Improvise with the Song:** Revisit Sing, Play and Improvise and Improvise! (See Optional Extension Activities for Improvisation).
- Compose with the Song:** New Musical Activity for this step.

Notes

3. Perform

- **Performance - I Wanna Play In A Band:** 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:

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

I Wanna Play In A Band

Listen and Appraise Step 4

Rockin' All Over The World by Status Quo

Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening. The answers are below.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

Some extra listening ideas:

- Perhaps watch a clip of the original on YouTube?
- Listen to 'I Wanna Play In A Band' again
- Look for similarities and differences between the songs

Appraising

After listening to the song, answer the on-screen questions, discuss the song and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

Rockin' All Over The World by Status Quo

Information about the Song

Status Quo are an English rock band who have their own distinctive brand of rock. The group was founded by Francis Rossi and Alan Lancaster in 1962 and finally became Status Quo. They have recorded over 60 chart hits in the UK, more than any other rock group, 22 of which have reached the UK top ten.

Rockin' All Over the World is a rock song that Status Quo recorded for their 1977 album Rockin' All Over The World.

Do 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.

What Can You Hear?

Ideas for listening include:

- The vocal line: how many singers? Male/female? *2 Male singers.*
- The backing/accompaniment: how many instruments? Which ones? *A rock band: electric guitar, bass, drums, keyboards and some piano.*
- Which instruments plays the solo? *The electric guitar plays a riff all the way through and has a solo after the first chorus. The electric guitar also riffs over the long outro.*
- Is there a hook? *Yes: it's in the chorus. The words are "I like it ,I like it.....Rockin' all over the world.*
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? *It is a thick texture with lots of instruments playing all the time. The piano plays on its own at the beginning.*
- The tempo: is it fast, slow or inbetween? *Inbetween.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *As the texture thickens the dynamics get louder.*

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *Rock.*
2. What are the style indicators of rock music?
 - *Heavily-amplified guitar.*
 - *Bass guitar.*
 - *Drums.*
 - *Keyboard sounds.*
 - *Often male vocals with backing vocals from other band members.*
 - *Frequent solo guitar.*
 - *Sometimes distortion of the sound.*
 - *A heavy backbeat.*
3. What are the style indicators in this song, ie how do I know this is rock music
 - *Heavily amplified guitar, bass, drums and keyboard sounds.*
 - *Plenty of solo work on guitar; sometimes the sound is distorted.*
 - *A heavy backbeat.*

- *Quite often male vocals with backing vocals from other band members.*
- *A heavy bass line.*

How is the Song Put Together?

What is the structure/form/shape of the song?

The structure of the song is:

- *Introduction*
- *Verse 1*
- *Verse 2*
- *Chorus*
- *Guitar solo*
- *Verse 3*
- *Chorus*
- *Chorus*
- *Chorus*
- *Outro with guitar riff*

I Wanna Play In A Band

Step 5 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (begin to recognise the basic style indicators of Rock music)

- **Listen and Appraise - Johnny B. Goode by Chuck Berry:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - I Wanna Play In A Band (if you want to):** How are the songs different, how are they similar?

Notes

2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - I Wanna Play In A Band**
- Flexible Games (an optional extension activity)**
- Learn to Sing the Song - I Wanna Play In A Band:** Sing the song.
- Play Your Instruments with the Song:** Revisit this activity.
- Improvise with the Song:** Option to revisit/continue this activity. (See Optional Extension Activities for Improvisation).
- Compose with the Song:** Option to revisit this activity.

Notes

3. Perform

- **Performance - I Wanna Play In A Band:** Perform and share what has taken place in today's lesson. Choose what you perform today.
-

Notes

Continuous Assessment opportunities:

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

I Wanna Play In A Band

Listen and Appraise Step 5

Johnny B. Goode by Chuck Berry

Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening. The answers are below.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

Some extra listening ideas:

- Perhaps watch a clip of the original on YouTube?
- Listen to 'I Wanna Play In A Band' again
- Look for similarities and differences between the songs

Appraising

After listening to the song, answer the on-screen questions, discuss the song and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

Johnny B. Goode by Chuck Berry

Information about the Song

Charles Edward Anderson "Chuck" Berry (born October 18, 1926) is an American guitarist, singer and songwriter, and one of the pioneers of rock and roll music. Chuck Berry refined and developed rhythm and blues into the major elements that made rock and roll distinctive. He was a major influence on subsequent rock music.

Johnny B. Goode is a rock and roll song written in 1958 and originally performed by Chuck Berry. The song was a major hit among both black and white audiences at that time. The song is one of Chuck Berry's most famous recordings, has been covered by many artists, and has received several honours. It is also considered to be one of the most recognizable songs in music history.

Do 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.

What Can You Hear?

Ideas for listening include:

- The vocal line: how many singers? Male/female? *Male solo vocal all the way through.*
- The backing/accompaniment: how many instruments? Which ones? *Electric guitar features in the introduction and all the way through. Piano, bass and drums accompany. The piano plays lots of flowery riffs too.*
- Which instruments plays the solo? *Guitar and piano.*
- Is there a hook? *Yes in the chorus: "Go, go Johnny go go go."*
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? *Lots of layers of sound all the way through - piano and guitar weave in and out of each other.*
- The tempo: is it fast, slow or inbetween? *Quite fast so you could dance to it in a rock n' roll style.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *As the texture thickens, the dynamics get louder and the voice also gets louder.*

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *Rock n' Roll.*
2. What are the style indicators of rock music?
 - *Heavily-amplified guitar.*
 - *Bass guitar.*
 - *Drums.*
 - *Keyboard sounds.*
 - *Often male vocals with backing vocals from other band members.*
 - *Frequent solo guitar.*
 - *Sometimes distortion of the sound.*
3. What are the style indicators in this song, ie how do I know this is *Rock n' Roll*?
 - *Rock n' Roll is based on a 12 bar pattern called a 12 bar blues.*
 - *It has an energetic dance beat.*
 - *It features electric guitar that usually plays an improvised solo.*
 - *Piano also features.*

- *Usually male vocals.*

How is the Song Put Together?

What is the structure/form/shape of the song?

The structure of the song is:

- *Introduction*
- *Verse 1*
- *Chorus - Go Johnny go!*
- *Verse 2*
- *Chorus*
- *Guitar and piano solo*
- *Verse 3*
- *Chorus*
- *Outro*

I Wanna Play In A Band

Step 6 – One-page Lesson Plan

Learning focus (optional)

1. Listen and Appraise (begin to recognise the basic style indicators of Rock music)

- **Listen and Appraise - I Saw Her Standing There by The Beatles:** Play the song. Use your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.
- **Listen and Appraise - I Wanna Play In A Band (if you want to):** How are the songs different, how are they similar?

Notes

2. Musical Activities (embed with increasing depth over time. Refer to the Unit Overview and use the Activity Manual for guidance)

- Warm-up Games (including vocal warm-ups) - I Wanna Play In A Band**
- Flexible Games (an optional extension activity).**
- Learn to Sing the Song - I Wanna Play In A Band:** Sing the song.
- Play your Instruments with the Song:** Revisit this activity.
- Improvise with the Song:** Option to revisit/continue this activity. (See Optional Extension Activities for Improvisation).
- Compose with the Song:** Option to revisit this activity.

Notes

3. Perform

- **Performance - I Wanna Play In A Band:** Perform and share what has taken place in today's lesson. Choose what you perform today.

Notes

Continuous Assessment opportunities:

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

I Wanna Play In A Band

Listen and Appraise Step 6

I Saw Her Standing There by The Beatles

Listening

Play the song, find and move to the pulse. Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening. The answers are below.

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

Some extra listening ideas:

- Perhaps watch a clip of the original on YouTube?
- Listen to 'I Wanna Play In A Band' again
- Look for similarities and differences between the songs

Appraising

After listening to the song, answer the on-screen questions, discuss the song and what you can hear in it. Encourage the use of correct musical language when responding.

The detailed answers below will provide you (the teacher) with more than enough information to use flexibly with children of all abilities. You may not use all the information given but it will equip you with the necessary musical knowledge and understanding.

I Saw Her Standing There by The Beatles

Information about the Song

The Beatles were an English rock band formed in Liverpool in 1960, becoming one of the most commercially successful and critically acclaimed bands in the history of popular music. The band consisted of John Lennon, Paul McCartney, George Harrison, and Ringo Starr.

I Saw Her Standing There is a song written by John Lennon and Paul McCartney, and is the opening track on The Beatles' debut album, Please Please Me released in the United Kingdom on 22 March 1963.

Do 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.

What Can You Hear?

Ideas for listening include:

- The vocal line: how many singers? Male/female? *1 male singer with male backing vocals.*
- The backing/accompaniment: how many instruments? Which ones? *2 guitars, bass and drums.*
- Which instruments plays the solo? *Electric guitar.*
- Is there a hook? *Yes the whole chorus is the hook; "Well I couldn't dance with another , ooh, when I saw her standing there." The words change at the beginning of the chorus each time.*
- The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? *Quite a thin texture that stays the same throughout.*
- The tempo: is it fast, slow or inbetween? *Quite fast.*
- The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? *Stay the same.*

What is the Style of this Music?

1. Is it Pop/Rock/Blues/Gospel/Ballad/R&B/Rap/Soul? *1960s pop*
2. What are the style indicators of rock music?
 - *Heavily-amplified guitar.*
 - *Bass guitar.*
 - *Drums.*
 - *Keyboard sounds.*
 - *Often male vocals with backing vocals from other band members.*
 - *Frequent solo guitar.*
 - *Sometimes distortion of the sound.*
 - *A heavy backbeat.*
3. What are the style indicators in this song, ie how do I know this is a 1960s pop song that copies elements of Rock n' Roll?
 - *It has an energetic dance beat.*
 - *It features electric guitar that usually plays an improvised solo.*
 - *Usually male vocals.*

- *This is the beginning of the pop music we know today, it is simple and uses three chords.*
- *This style of music has stopped being exclusive like a lot of the music that came before it, for example, big band and jazz music. It is easy to make this music and it requires little formal music training.*

How is the Song Put Together?

What is the structure/form/shape of the song?

The structure of the song is:

- *Introduction*
- *Verse 1 - "She wouldn't dance with another..."*
- *Chorus*
- *Verse 2*
- *Chorus*
- *Bridge - "Well my heart..."*
- *Verse 3*
- *Chorus*
- *Guitar solo*
- *Bridge*
- *Verse 4*
- *Chorus*
- *Tag ending*