

**Title: 1950s Rock 'n' Roll**

Learning Sequence devised from the Music Starter Template: 1950s Rock 'n' Roll

**Starting Point:**

50s Rock n Roll  
Straight 8 Pattern

Walking Bass

Two staves of musical notation for Walking Bass in 4/4 time. The first staff contains the notes C, E, G, C, E, G, C, E, G, C, E, G, F, A, C, F, A, C. The second staff contains the notes C, E, G, C, E, G, G, G, G, G, F, F, F, F, C, E, G, C, E, G.

Easy Guitar TAB

First staff of Easy Guitar TAB with fret numbers 0 0 0 0, 0 0 0 0, 0 0 0 0, 0 0 0 0, 1 1 1 1, 1 1 1 1.

Second staff of Easy Guitar TAB with fret numbers 0 0 0 0, 0 0 0 0, 3 3 3 3, 1 1 1 1, 0 0 0 0, 0 0 0 0.

Guitar TAB

First staff of Guitar TAB with fret numbers 0 3 0 3, 0 3 0 0, 0 0 0 3, 0 3 0 3, 1 5 1 5, 1 5 1 5.

Second staff of Guitar TAB with fret numbers 0 3 0 3, 0 3 0 3, 3 3 3 3, 1 1 1 1, 0 3 0 3, 0 3 0 3.

Bass 1 TAB  
(1 string)

First staff of Bass 1 TAB with fret numbers 5 5 5 5, 5 5 5 5, 5 5 5 5, 5 5 5 5, 2 2 2 2, 2 2 2 2.

Second staff of Bass 1 TAB with fret numbers 5 5 5 5, 5 5 5 5, 0 0 0 0, 2 2 2 2, 5 5 5 5, 5 5 5 5.



Bass 2 TAB  
(2 strings)

Easy xylo - 3 parts  
(top, middle & lower)

Drums

Accompaniment for rest of class during solos

**Generative topic:**

Style of music in 1950s Rock 'n' Roll

**Rewritten as a question:**

How can I tell if Rock 'n' roll music was written in the 1950s?

**Overview:**

In this unit of work students will be exposed to the characteristics of 1950s Rock 'n' Roll music through exploring 12 bar blues structure in that genre.

**Intended grades:** 5/6

**Standards:** 3

**Duration:** 8 x 40 minute lessons

**Connections with Cognitive, Personal and Social Development:**

- Understands the ways in which arts forms communicate for different purposes, audiences and contexts
- Understands how to select and use appropriate methodologies to identify relevant questions and plan and carry out discipline-based investigations
- Understands how to use particular thinking and problem-solving strategies, recognising that emotions, motivations and beliefs of themselves and others influence the process of making choices

Throughlines	Understanding goals
Music reflects the time and culture in which it was written.	1. Different decades of music have different styles and reflect differing cultures.
	2. Short patterns can be improvised on a tuned instrument.
	3. How to write a 12 bar blues pattern using various notation types.

**This unit makes provision for:**

- ✓ establishment and consolidation of prior learning
- ✓ whole class activity
- ✓ small group activity
- ✓ individual activity
- ✓ guided / scaffolded activity
- self-assessment
- peer-assessment
- ✓ independent student demonstration of understanding.

**Development of understanding of these concepts:**

Concept	Specific aspects
	Students can:
✓ Beat	play a walking bass that moves on the beat
Rhythm	
Meter	
Tempo	
✓ Melody	write and edit compositions
Harmony	
Tonality	
✓ Dynamics	change volume levels in order for the soloist to be heard
✓ Tone Colour	classify instruments used in compositions
✓ Texture	identifying who plays what and when
✓ Structure	identify different components of a song
✓ Style / Context	identify a particular genre of music that relates to culture and time.

**Development of these skills:**

Skill	Specific aspects
	Students can:
✓ Vocal	sing each song
✓ Instrumental	develop skills on simple patterns and solo work
Movement	
✓ Reading Notation	read simple guitar tab and basic alphabetical notation
✓ Writing Notation	write 12 bar patterns in staff, tab and / or alphabetical notation
✓ Listening / Aural Discrimination	distinguish between different components of a song
✓ Improvising	perform solos over an established pattern

✓ Composing	write a 12 bar melody pattern over an established pattern
Arranging / Transcribing	
✓ Commenting	identify characteristics of a decade of music identify instruments used in particular genres and historical periods.

### Warming up / Tuning in: engaging the students in the inquiry

UGs	Learning experiences	Ongoing assessment and feedback
	Brainstorm everything the students know about music and the 1950s.	Complete a class Venn diagram of music today and music in the 1950s.
	<i>Using Rock around the Clock</i> by Bill Haley and the Comets demonstrate that 1950s Rock 'n' Roll music uses a particular structure.	Ask students to identify a simple 12 bar blues pattern.
	Revise the 12 bar blues structure by playing it on tuned instruments.	Students play a simple 12 bar blues pattern.

### Guided / scaffolded inquiry: enabling students to acquire, process and represent information, to further develop understanding and challenge thinking

UGs	Learning experiences	Ongoing assessment and feedback
1,2	Students listen to <i>Johnny B Goode</i> by Chuck Berry and comment on the song form and instruments used.	Demonstrate patterns to the class.
3	Students use a 4 note repeating pattern that they have composed, selecting any 4 notes from the following: C D E F G A B.	Students record their pattern.
2	Whilst students are soloing, the rest of the class play a modified version of the 12 bar blues pattern. When there is no solo occurring, students are beginning to learn to play the walking bass pattern.	Demonstrate patterns to the class. Assess the students' ability to play the patterns.
1,2	Using a similarly structured song, follow the lesson plan as above but with an improvised solo structure. Students continue with a 4 note original repeated pattern for the first 8 bars of the 12 bar blues pattern. In bars 9 and 10 the students compose an original melody and then return to the original pattern for bars 11 and 12.	The class discusses whether or not the notes and melody accurately reflect that genre and style.
3	Students write their improvised solo patterns in staff, tab alphabetical notation.	Students demonstrate their improvised solo patterns either unaccompanied or with whole class playing support.
2	Whilst students are soloing, the rest of the class play a modified version of the 12 bar blues pattern.	Assess if the notes and melody accurately reflect the genre and style.

**Culminating performances: enabling students to demonstrate insights and demonstrate their understanding**

<b>UGs</b>	<b>Learning experiences</b>	<b>Ongoing assessment and feedback</b>
1,2	Students listen to a selection of songs and tick the boxes on a proforma.	Students accurately describe the instruments heard and the song form from the samples provided.
3	Students write out their improvisation patterns.	Students use appropriate and accurate notation at their level of competence.

**Tips for teachers**

Use the following song choices as variations in the lesson plan:

- *Shake Rattle and Roll* Bill Haley and the Comets
- *Hound Dog* Elvis Presley
- *Be Bop a Lula* Gene Vincent
- *Long Tall Sally* Little Richard.

**Resources and references**

Sheet Music Examples

**E-Z Play Today** *Rock 'n' Roll is here to stay*

**Budget Books** *Early Rock*

*Fabulous 50s* (Madacy Entertainment Group 2005)

*The Best of Buddy Holly* (MCA Records 1994)