|  |  |  |
| --- | --- | --- |
| **Subject: Music** | **Course/Year group:8** | **Topic:The Blues** |

|  |
| --- |
| Overview:  This unit develops pupils’ ability to identify, explore and make creative use of musical devices found in blues and jazz.  During this unit, pupils learn some basic approaches to improvisation. They develop blues scale motifs within a 12-bar blues, improvise using chord/scale relationships and apply that understanding by developing patterns in a diatonic sequence. They analyse and develop riffs aurally, and begin to understand the importance of improvisation to jazz genres. Pupils will also extend their knowledge of chords. They will also discover the importance of the Blues in popular music and trace its history from the slave trade to the beginnings of rock and roll. |

|  |  |  |
| --- | --- | --- |
| Literacy Focus  **Writing**  Students will research and write about famous Blues artists  **Reading**  Students will read about the various historical elements of the Blues  **Speaking and Listening**  Students will give mini presentations on Blues artists and listen to a variety of music from this genre | Numeracy Focus  **Data handling**  **Number**  Use of number and fractions connected with understanding notation in music.  **Shape and space**  Understanding shape and space in terms of musical structure  **Statistics**  Some understanding of the growth of the African American culture from the slave trade onwards.  **Algebra** | Habits of Mind Focus  (delete as appropriate and add brief details)  **Inquisitive -** Wondering & questioning, Exploring possibilities, Challenging assumptions: **Discovery of the origins of popular music through the Blues genre**  **Collaborative -** Co-operating appropriately, Giving & receiving feedback, Sharing the ‘product’:Students collaborate on performances of Blues pieces and share ideas on this.  **Persistent -** Sticking with difficulty, Daring to be different, Tolerating uncertainty: **Students have to discover resilience through continued practise of techniques involved with this genre e.g. blues scale and 7th chords.**  **Disciplined -** Crafting & improving, Reflecting critically, Developing techniques: **Students discover that they have to improve certain instrumental techniques in order to improve in this unit**  **Imaginative -** Using intuition, Making connections, Playing with possibilities:**Students will use need to make connections with the genre and how it relates to so many other genres in popular music.** |

|  |  |  |
| --- | --- | --- |
| Key Concepts and Processes | Expectations and Assessment Objectives | Cross-curricular and inter-disciplinary links |
| **Key concepts:**  Knowledge, Skills & Understanding: **1.1a** Developing knowledge, skills and understanding.  **1.1b** Participating, collaborating and working with others as musicians.  **1.2a** Understanding musical traditions and the part music plays in national and global culture and in personal identity. **1.2b** Exploring how ideas, experiences and emotions are conveyed in arange of music from different times and cultures. **1.3a** Engaging with and analysing music, developing views and justifying opinions.  **1.3 b** Drawing on experience of a wide range of musical contexts and styles to inform judgments. **1.4a** Using existing musical knowledge, skills and understanding for new purposes and in new contexts. **1.4b** Exploring ways music can be combined with other art forms and other subject disciplines.  **1.5a** Exploring how thoughts, feelings, ideas and emotions can be expressed through music.  **Key Processes: 2.1a** sing in solo or group contexts, developing vocal techniques and musical expression.  **2.1b** perform with control of instrument-specific techniques and musical expression.  **2.1c** practise, rehearse and perform with awareness of different parts, the roles and contributions of different members of the group, the audience and venue. **2.1d** create, develop and extend musical ideas by selecting and combining resources within musical structures, styles, genres and traditions,  **2.1e** improvise, explore and develop musical ideas when performing.  **2.1f** listen with | |  | | --- | | **Level 4 (working towards) All Pupils will:**  Recognise Blues music as distinct from other genres/styles of music and identify some features of Blues and Jazz music when listening  Perform a Bass line using the single notes of C, F & G to the 12-Bar Blues chord sequence  Understand the difference between “straight” and “swing” rhythms clapping an example of each along with the class  Improvise using some of the notes of the blues scale  Perform either the bass line or chords and improvise using the notes of the blues scale in a group performance of “In the Mood”  Understand that seventh chords are different to “normal” chords with an added note and a difference in sound and perform these individually  Show a basic understanding of the subject matter and themes of lyrics in blues songs and contribute to writing a set of lyrics to a melody to use within a group performance of a blues song performing a simple part such as the chord part  Identify and describe the main features of Ragtime music as a type of Jazz  Perform a simple part in *The Entertainer* with some accuracy and a sense of Ragtime style  **Level 5 (working at) Most Pupils will:**  Understand the origins of Blues music and identify most features of Blues and Jazz music when listening  Perform the 12-Bar Blues chord sequence using the chords of C, F & G with accurate performance and smooth changes of chord  Perform a melody in a “swing- style” changing the duration of the most notes in character of the jazz and blues “swing” style  Improvise using most of the notes of the blues scale  Perform the walking bass line and improvise effectively in the allocated time using the notes of the blues scale in a well- rehearsed group performance of “In the Mood”  Understand how to construct and perform seventh chords on a keyboard and perform these in the twelve bar blues chord sequence  Understand the structure of lyrics in blues songs and write more than one verse of lyrics to a melody to use within a group performance of blues song performing a vocal or instrumental part such as the walking bass line individually  Describe the origins of Ragtime music  Perform a more complex part in *The Entertainer* with a generally accurate sense of pitch and rhythm and a feeling of Ragtime style.  **Level 6/7 (working beyond/GAT) Some Pupils will :**  Understand how Blues music helped develop and form other popular styles of music correctly identifying all features of Blues and Jazz music when listening.  Perform the 12-Bar Blues chord sequence as a walking bass line including passing notes to a regular pulse with accuracy  Perform a melody in a “swing- style” with accuracy of pitch and with a clear sense of the swing rhythm  Improvise with a sense of jazz and blues style, using all the notes of the blues scale  Perform the melody line in “swing style” and improvise confidently with a jazz/blues feel, taking on a leading role in a structured and polished group performance of “In the Mood”  Understand the construction and aurally describe the difference between “normal” chords and seventh chords, notating these accurately using staff notation and performing these in the twelve bar blues chord sequence accurately with smooth chord changes  Write effective lyrics to accompany two or more verses of a blues song within a group performance taking on a leading role within the group performance such as organising the improvised fill sections or performing the boogie-woogie or melody parts |   Accurately identify and describe syncopation as a feature in Ragtime music |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Learning Objectives  including literacy, numeracy and habits of mind (as appropriate) | Differentiated teaching pints/activities including stretch and challenge | Suggested resources | Suggested AfL activities and formal assessment (when appropriate) | Extended enquiry |
| Week 1 | * **Learn about the history, origins and development of Blues music** * **Perform the bass line, chords and walking bass line parts of the 12-bar blues chord sequence** | · **All** –  Will: Recognise Blues music as distinct from other genres/styles of music and identify some features of Blues music when listening Perform a Bass line using the single notes of C, F & G to the 12- Bar Blues chord sequence  · **Most** –  Will: Understand the origins of Blues music and identify most features of Blues music when listening Perform the 12-Bar Blues chord sequence using the chords of C, F & G with accurate performance and smooth changes of chord  · **Some** –  Will Understand how Blues music helped develop and form other popular styles of music correctly identifying all features of Blues music when listening.  Perform the 12-Bar Blues chord sequence as a walking bass line including passing notes to a regular pulse with accuracy | · True or false cards listening starter with audio extracts of blues music and jazz.  · History of the Blues worksheet and related audio extracts.  · Score for blues chords.  Score ‘in the mood’ | All activities linked to levels 4,5 & 6. |  |
| Week 2 | * **Understand the difference between “straight” and “swing” rhythms and perform the melody of “In the Mood” in a swing-style** * **Improvise using the notes of the blues scale** | **All** –  Understand the difference between “straight” and “swing” rhythms clapping an example of each along with the class Improvise using some of the notes of the blues scale    **Most** –  Perform a melody in a “swing-style” changing the duration of the most notes in character of the jazz and blues “swing” style Improvise using most of the notes of the blues scale    **Some** –  Perform a melody in a “swing-style” with accuracy of pitch and with a clear sense of the swing rhythm  Improvise with a sense of jazz and blues style, using all the notes of the blues scale | · Worksheet revising the 12 bar chord pattern.  Continue to use score for blues and ‘in the mood’. | All activities linked to levels 4,5 & 6. | Higher ability pupils can attempt to perform the melody line of “In the Mood” on their own instruments |
| Week 3 | * **Learn to combine the features of blues to create a performance of a piece of jazz with improvisation sections, using the notes of the blues scale and with a jazz feel to the music** * **Identify features of jazz and blues music in a popular song** | **All** –  Perform either the bass line or chords and improvise using the notes of the blues scale in a group performance of “In the Mood” Identify some features of jazz and blues music when listening  **Most** –  · Perform the walking bass line and improvise effectively in the allocated time using the notes of the blues scale in a well- rehearsed group performance of “In the Mood” Identify most features of jazz and blues music when listening    **Some** –    Perform the melody line in “swing style” and improvise confidently with a jazz/blues feel, taking on a leading role in a structured and polished group performance of “In the Mood”  · Identify all features of jazz and blues music when listening | · Starter worksheet revising the blues scale.  · Revisit the 12 bar revision sheet.  Evaluation sheet on performance of ‘in the mood’ | All activities linked to levels 4,5 & 6.  Self evaluation of performance | The introduction to “In the Mood” which higher ability pupils could add to the start of their performances |
| Week 4 | **Learn about seventh chords, how they are constructed and to perform seventh chords in a twelve bar blues chord sequence** | · **All** – Understand that seventh chords are different to “normal” chords with an added note and a difference in sound and perform these individually    · **Most** – Understand how to construct and perform seventh chords on a keyboard and perform these in the twelve bar blues chord sequence    · **Some** – Understand the construction and aurally describe the difference between “normal” chords and seventh chords, notating these accurately using staff notation and performing these in the twelve bar blues chord sequence accurately with smooth chord changes | · Starter worksheet on creating 7th chords  · Worksheet: learning more about 7th chords.  · Honky tonk blues score  Rainy day blues worksheet and audio plenary | Self assessment with targeted levels | Higher ability pupils can perform parts of “Honky-Tonk Blues” on their own instruments |
| Week 5 | **Learn about the lyrics of Blues songs and write own lyrics to turn a group instrumental blues piece into a Blues song, complete with improvisation sections and different textural layers** | · **All** – Show a basic understanding of the subject matter and themes of lyrics in blues songs and contribute to writing a set of lyrics to a melody to use within a group performance of a blues song performing a simple part such as the chord part    · **Most** – Understand the structure of lyrics in blues songs and write more than one verse of lyrics to a melody to use within a group performance of blues song performing a vocal or instrumental part such as the walking bass line individually    · **Some** – Write effective lyrics to accompany two or more verses of a blues song within a group performance taking on a leading role within the group performance such as organising the improvised fill sections or performing the boogie-woogie or melody parts | · Worksheet for Bessie Smith song with lyrics and questions.  · Blues composing/ improvisation sheet  Blues quiz sheet | Evaluation of performance/composition | Higher ability pupils may find composing lyrics to the melody of “Honky-Tonk Blues” fairly straightforward and can be asked to write a number of verses which “tell a story”, as in the lyrics of “Thinking Blues” which pupils explored in the starter activity. |
| Week 6 | * **Learn how chords have been used and “vamped” in Ragtime Music** * **Learn about the origins and features of Ragtime Music as a type of Jazz** * **Perform a famous Ragtime piece – “The Entertainer”** | **All** – will identify and describe the main features of Ragtime music as a type of Jazz  · Perform a simple part in *The Entertainer* with some accuracy and a sense of Ragtime style    **Most** – will describe the origins of Ragtime music  · Perform a more complex part in *The Entertainer* with a generally accurate sense of pitch and rhythm and a feeling of Ragtime style    **Some** – will Accurately identify and describe syncopation as a feature in Ragtime music  · Be able to perform any complex part in *The Entertainer* with fluency, accuracy and a good sense of rhythm and phrasing | · Vamping worksheet starter exercise.  · Score the entertainer.  · Audio the entertainer  · Ragtime worksheet with reading and questions  Self assessment grading worksheet | Self assessment and listening to graded performances in order to understand which levels students are achieving | There is a full score of the entertainer for students of higher ability to attempt. |
| Week 7 |  | * All: * Most: * Some: |  |  |  |