

<p><b>LEARNING OBJECTIVES</b>  <i>(Pupils should know/understand/be able to do/be aware of by the end of the lesson)</i></p> <ul style="list-style-type: none"> <li>Learn about the history, origins and development of Blues music</li> <li>Perform the bass line, chords and walking bass line parts of the 12-bar blues chord sequence</li> </ul>	<p><b>LEARNING OUTCOMES</b>  <i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p><b>Level 4 (working towards) All Pupils :</b>                  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 &amp; G to the 12-Bar Blues chord sequence</p> <p><b>Level 5 (working at) Most Pupils</b>                  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 &amp; G with accurate performance and smooth changes of chord</p> <p><b>Level 6/7 (working beyond/GAT) Some Pupils :</b>                  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</p>
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**LESSON STRUCTURE**

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<b>Starter Activity</b>	<p><b>Listening to Jazz and Blues Card Sort – <a href="#">Starter/Plenary 1</a> &amp; <a href="#">Audio 1</a></b>                      Prior to the lesson, copy, cut out and put into envelopes the cards contained on <a href="#">Starter/Plenary 1</a> and distribute these to pairs/groups of pupils as they enter the classroom. To introduce the new topic/unit, explain to pupils that they are going to listen to three different pieces of music, given on <a href="#">Audio 1</a>. As they listen to each, they are to sort the cards into two different “true or false” columns – <i>features which they can hear in the music (true)</i> and <i>features which they can’t hear in the music (false)</i>. Some teachers may want to revise or introduce some of the key musical vocabulary given on the cards before playing <a href="#">Audio 1</a> and allowing pupils to sort their cards into columns. Discuss answers as a class using the list below (showing “true” features) for guidance if required:</p> <ul style="list-style-type: none"> <li><i>Extract 1 – (Take 5 – Begins with an Introduction, Thick Texture, Repeating the same chords gives the music a repetitive feel, Chords played by the piano, Uses Improvisation, Drums, String Bass, Melody performed by a saxophone, Fast Tempo)</i></li> <li><i>Extract 2 – (Ahmad’s Blues - Begins with an Introduction, Thin Texture, Repeating the same chords gives the music a repetitive feel, Chords played by the piano, Uses Improvisation, Chords give the music a relaxed feel, Drums, String Bass, Piano plays the Melody, Slow Tempo)</i></li> <li><i>Extract 3 – (In the Mood – Begins with an Introduction, Thick Texture, Uses Improvisation, Trumpets, Drums, Repeating the same chords gives the music a repetitive feel, Performed by a “Big Band”, String Bass, Walking Bass Line, Fast Tempo)</i></li> </ul> <p>Ask pupils – <i>Which features were common to all three pieces of music? – they all begin with an introduction, use repeated chords, use improvisation, use a rhythm section (drums) and a prominent bass line (played by the “string bass”)</i></p> <p style="text-align: right;">(10 mins)</p>	<p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> <p>Listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>
<b>Core Main Activities</b>	<p><b>1. Learning about The Blues – <a href="#">Worksheet 4</a> &amp; <a href="#">Audio 3</a></b>                      Link the starter to the development of the lesson by explaining that the three extracts which pupils have just listened to are all examples of a type of music called “Jazz” and “Blues”. Explain that pupils will be learning about “Blues” first and this directly influenced the more popular style of jazz, which pupils will explore later in the unit. Distribute <a href="#">Worksheet 4</a> and read through the information as a class, to introduce pupils to the origins, history and development of the Blues, discussing the answers to the four questions on side 2. Next, play <a href="#">Audio 3</a>, “St. Louis Blues” by Bessie Smith and ask pupils to follow the lyrics of the opening two verses on <a href="#">Worksheet 4</a>. Allow pupils time to answer the accompanying questions on structure (the three-line verses with the second line being a repeat of the first), theme of the song/lyrics – (depression, sadness, things left behind, everyday being the same, packing up and leaving) and the use of the solo trumpet – (performs an improvisation at the end of each line (as well as “fills” during the song))</p> <p style="text-align: right;">(15 mins)</p>	<p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> <p>Listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>

	<p><b>2. Performing a 12-Bar Blues Bass Line, Chords &amp; Walking Bass – <a href="#">Score 1</a> &amp; <a href="#">MIDI 1</a> &amp; <a href="#">MIDI 2</a> &amp; <a href="#">Audio 2</a> &amp; <a href="#">Score 2</a> &amp; <a href="#">MIDI 3</a></b></p> <p>Distribute <a href="#">Score 1</a> and explain that a lot of Blues songs, such as St. Louis Blues which pupils have just listened to, and “In the Mood” from the starter activity, are based on a <b>CHORD PROGRESSION</b> called the 12-bar blues. Demonstrate the 12-bar blues chord sequence using single notes (using <a href="#">MIDI 1</a> if required). Develop this by describing the construction of chords/triads as shown on <a href="#">Score 1</a> and modelled on <a href="#">MIDI 2</a>. Allow pupils a few moments to first practice just the bass line notes, followed by the triads then rehearse this on keyboards and then perform as a class (see GAT/SEN below).</p> <p>Next, distribute <a href="#">Score 2</a> and explain that pupils are going to be working on a performance of “In the Mood”, based on the 12-bar blues chord progression, over the coming lessons. A full recording of “In the Mood” is given on <a href="#">Audio 2</a>, which can be played briefly now to remind pupils, of which some may not doubt be familiar with this famous piece!</p> <p>The 12-bar blues bass line (from <a href="#">Score 1</a>) is given at the top of <a href="#">Score 2</a> followed by the <b>WALKING BASS LINE</b> below. Demonstrate how extra notes (<b>PASSING NOTES</b>) have been added to the notes that make up the chords to turn this into a Walking Bass Line that walks up and down in pitch, which is modelled on <a href="#">MIDI 3</a>. Allow pupils time to rehearse this walking bass line part in pairs with one pupils performing either the bass notes or chords and the other performing the walking bass line.</p> <p>Assemble this into a class performance by allowing pupils to perform the part which they feel most confident with – bass notes, chords or walking bass line (depending on ability) and perform as a class keeping time and leading the performance at the front. Some teachers may want to add the melody to “In the Mood” (given on <a href="#">Score 2</a>) during the performance to show how this “fits” with the harmony the class are providing (pupils will be attempting to add the melody part in the next lesson), or if there are any drummers in the class, they could be asked to back the performance with a “swing” rhythm (ideally using brushes in true jazz style!) to give the performance an authentic Blues feel! (30 mins)</p>	<p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> <p>Listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Plenary</p>	<p><b>What have we learned?</b> –Discuss with the class</p> <ul style="list-style-type: none"> <li>■ <i>Where did the Blues originate?</i></li> <li>■ <i>What type of people were the first Blues musicians?</i></li> <li>■ <i>What sort of things did Blues singers sing about?</i></li> <li>■ <i>What is a chord? What is a chord progression?</i></li> <li>■ <i>What is a walking bass line?</i></li> <li>■ <i>Which three chords are used in the 12-Bar Blues chord sequence?</i></li> <li>■ <i>What is Improvisation?</i></li> </ul> <p>(5 mins)</p>	<p>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>
<p><b>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT</b></p> <p><b>Numeracy</b> – 12-Bar blues chord sequence can be related to repeating patterns and sequences</p> <p><b>ICT</b> – Pupils could develop this work further and record the 12-Bar blues chord sequence into a sequencer and add further layers including walking bass line and melody parts of “In the Mood” or use the notes of the blues scale to add their own improvisation sections.</p> <p><b>Literacy</b> – Pupils could go on to analyse the lyrics and words of blues songs and write their own lyrics based on what they have learned.</p> <p><b>Geography</b> – Africa, America</p> <p><b>History</b> – Slavery, Slave Routes and Slave Traders</p>		<p><b>EAL/SEN/GAT</b></p> <p><b>(GAT)</b> – Higher ability pupils, who will easily be able to perform the 12-bar blues chord progression, can be asked to experiment with different ways of playing the chords e.g. <i>experimenting with chord voicing and first and second inversion chords</i></p> <p><b>(SEN)</b> – Lower ability pupils could use the single-finger chord function on keyboards to help them in performing the chord sequence to the 12-bar blues</p>
<p><b>LANGUAGE FOR LEARNING</b> - spell/use/understand Bass Line, Blues, Chord, Chord of C, Chord of F, Chord of G, Chord Progression/Sequence, Improvisation, Jazz, Passing Note, Twelve-Bar Blues, Walking Bass</p>		<p><b>HOMEWORK SUGGESTIONS</b></p> <p>Pupils could be asked to complete <a href="#">Cover/Homework 4 – “The Development of the Blues”</a>; <a href="#">Cover/Homework 5 – “Bessie Smith Activity Sheet”</a> or <a href="#">Cover/Homework 6 – “Where Jazz and Blues Started”</a> to revise learning from the lesson.</p>
<p><b>LESSON RESOURCES</b> – keyboards (tuned percussion instruments can be used for performing the single note bass line parts)</p> <p><a href="#">Y8U4SP1 – Listening to Jazz and Blues Card Sort</a></p> <p><a href="#">Y8U4W4 – Learning about The Blues</a></p> <p><a href="#">Y8U4S1 – Chords in the 12-bar Blues</a></p> <p><a href="#">Y8U4MIDI2 – Chords as Triads in the 12-bar Blues</a></p> <p><a href="#">Y8U4A2 – “In the Mood” – Glenn Miller</a></p> <p><a href="#">Y8U4CH4 – The Development of the Blues</a></p> <p><a href="#">Y8U4CH6 – Where Jazz and Blues Started</a></p>		<p><a href="#">Y8U4A1 – Listening to Jazz and Blues</a></p> <p><a href="#">Y8U4A3 – St. Louis Blues – Bessie Smith</a></p> <p><a href="#">Y8U4MIDI1 – Bass line of chords in the 12-bar blues</a></p> <p><a href="#">Y8U4S2 – Performing “In the Mood”</a></p> <p><a href="#">Y8U4MIDI3 – Walking Bass Line of “In the Mood”</a></p> <p><a href="#">Y8U4CH5 – Bessie Smith Activity Sheet</a></p>