

<p>LEARNING OBJECTIVES <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"> 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 	<p>LEARNING OUTCOMES <i>(The evidence to show that pupils have achieved the learning objectives)</i></p> <p>Level 4 (working towards) All Pupils : 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</p> <p>Level 5 (working at) Most Pupils 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</p> <p>Level 6/7 (working beyond/GAT) Some Pupils : 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</p>
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LESSON STRUCTURE

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Starter Activity	<p>Revising the Blues Scale of C – Starter/Plenary 4 & MIDI 9 & MIDI 10 Distribute Starter/Plenary 4 and ask pupils to identify the note names/pitches of the Blues Scale of C and mark them on the diagram of the piano/keyboard. Refer back to lesson 2, where pupils met the notes of the Blues Scale and used to improvise a short eight-beat section, over a 12-bar blues backing. Briefly recap what pupils understand by the word IMPROVISATION. MIDI 9 and MIDI 10 could be replayed at this point (used in the plenary of lesson 2), to highlight features of more effective versus less effective improvisations.</p> <p style="text-align: right;">(5 mins)</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>						
Core Main Activities	<p>1. Adding Improvisations on the Blues Scale to “In the Mood” - Score 2 & Score 3 (GAT) & MIDI 6 & Audio 2 & Worksheet 1 Refer to Score 2, playing Audio 2 if required to revise “In the Mood”, which pupils have been working on during lessons 1 and 2. Explain how the 12-bar blues chord pattern is turned into a WALKING BASS LINE and the melody is performed in a SWING STYLE, using MIDI 6 to model how this fits together. Set the Challenge: Groups to rehearse and perform a performance of “In the Mood” from lessons 1 & 2 adding an improvisation sections over the 12-bar blues using notes of the blues scale. Ask pupils to divide the 12-bar improvisation section up between their groups, allocating an appropriate number of bars/beats so that each pupil gets a chance to improvise, while the others perform/pick up the chord/bass line backing. The following performance plan can be written on the board to help pupils in their performances</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Section A</td> <td>“In the Mood” - Bass Line/Chords/Walking Bass Line & Swing Melody performed as a group</td> </tr> <tr> <td>Section B</td> <td>12-bar SOLO IMPROVISATIONS SECTION using the notes from the BLUES SCALE backed by the 12-bar blues Bass Line/Chords/Walking Bass Line</td> </tr> <tr> <td>Section A</td> <td>“In the Mood” - Bass Line/Chords/Walking Bass Line & Swing Melody performed as a group</td> </tr> </table> <p>Explain to pupils that, of course, their improvisations will be different each time they perform their piece and allow suitable rehearsal time for groups to put together their performances before distributing Worksheet 1 and allowing each group to perform their piece as other groups evaluate the performances, adding comments to Worksheet 1, using the space at the bottom of the worksheet to evaluate their own group’s performance. Performances may be recorded or videoed for assessment purposes.</p> <p style="text-align: right;">(45 mins)</p>	Section A	“In the Mood” - Bass Line/Chords/Walking Bass Line & Swing Melody performed as a group	Section B	12-bar SOLO IMPROVISATIONS SECTION using the notes from the BLUES SCALE backed by the 12-bar blues Bass Line/Chords/Walking Bass Line	Section A	“In the Mood” - Bass Line/Chords/Walking Bass Line & Swing Melody performed as a group	<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>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</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>Develop a deepening understanding of the music that they perform and to which they listen, and its history</p>
Section A	“In the Mood” - Bass Line/Chords/Walking Bass Line & Swing Melody performed as a group							
Section B	12-bar SOLO IMPROVISATIONS SECTION using the notes from the BLUES SCALE backed by the 12-bar blues Bass Line/Chords/Walking Bass Line							
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Plenary	<p>Listening to Improvisation in a popular song – Worksheet 3 & Audio 4 or Video 1 To end this section of the unit, distribute Worksheet 3 and either play Audio 4 or Video 1, a performance of Nina Simone’s song “My Baby Just Cares for Me” which uses features of jazz, blues and improvisation which pupils have learned about during lessons 1-3. Allow pupils time to answer the questions, playing Audio 4 or Video 1 again if required. Answers may be discussed as a class or collected in for formative assessment. (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>
<p>CROSS CURRICULAR - LITERACY/ NUMERACY/CITIZENSHIP/ICT Numeracy – 12-Bar blues chord sequence can be related to repeating patterns and sequences ICT – 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>EAL/SEN/GAT (GAT) Higher ability pupils can attempt to perform the melody line of “In the Mood” on their own instruments (SEN) Lower ability pupils may be assisted by the use of a “pre-prepared chromatic percussion instrument” in the improvisation activity with only the notes of the blues scale and the rest of the “bars” taken off to avoid confusion or use of other pitches. Also, have some small “stickers” that can be stuck on keyboards marking the notes of the blues scale for lower ability pupils so they are not confused when finding notes for solo improvisation (GAT) Score 3 contains the introduction to “In the Mood” which higher ability pupils could add to the start of their performances</p>
<p>LANGUAGE FOR LEARNING - spell/use/understand 12-bar Blues, Accompaniment, Blues, Blues Scale, Flat, Improvisation, Jazz, Melody, Sharp, Straight Rhythm, Swing Rhythm</p>		<p>HOMEWORK SUGGESTIONS Pupils could be asked to complete Cover/Homework 7 to revise learning on The Blues from the unit so far.</p>
<p>LESSON RESOURCES keyboards, tuned chromatic percussion instruments (some may be prepared with only the notes of the Blues Scale in C on – see SEN above); recording/video equipment if recording group performances; video projection equipment capable of playing .mpg files if using the video file during the plenary activity. Y8U4SP4 – Blues Scale of C Y8U4MIDI10 – Blues Scale Improvisation No.2 Y8U4S3 – “In the Mood” introduction (GAT) Y8U4A2 – “In the Mood” – Glenn Miller Y8U4W3 – Listening to “My Baby Just Cares for Me” Y8U4VID1 – “My Baby Just Cares for Me” – Nina Simone</p>		<p>Y8U4MIDI9 – Blues Scale Improvisation No.1 Y8U4S2 – Performing “In the Mood” Y8U4MIDI6 – In the Mood – Swung Melody & Walking Bass Y8U4W1 – In the Mood Evaluation Sheet Y8U4A4 – “My Baby Just Cares for Me” – Nina Simone Y8U4CH7 – Blues Music</p>