

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

LESSON STRUCTURE

		NC KS3 POS
Starter Activity	<p>Blues Songs Lyrics – Starter/Plenary 9 & Audio 4 Starter/Plenary 9 gives the lyrics from “Thinking Blues” by Bessie Smith. Ask pupils to spend a few moments reading the lyrics to the song and then play a recording from Audio 4, asking then to write down what they think the main themes/subject matter of the song is, what’s common in the lyrics between each verse and how the lyrics are formed and repeated. Discuss answers as a class, brainstorming responses and explaining that each verse if made up of three lines, the first two of which are repeated and the third being different (which fits over the twelve-bar blues, one line of lyrics to each four bars)</p> <p style="text-align: right;">(10 mins)</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>
Core Main Activities	<p>1. Writing lyrics for “Honky-Tonk Blues” – Worksheet 6 & MIDI 20 Link the starter to the development of the lesson by explaining that pupils are going to write a set of lyrics for the melody line of “Honky-Tonk Blues” which they learned during lesson 4. Begin by revising the melody line using MIDI 20, which is also given on Worksheet 6. Next, assemble pupils into the groups they were working in at the end of lesson 4 (groups of 6 work well!), and allow pupils time to brainstorm ideas, focusing on the discussion in the starter activity about some traditional blues lyrics they can use in their song. Then, encourage pupils to try and compose a verse using words, phrases and themes from their brainstorm that will “fit” with the melody line of “Honky-Tonk Blues”. Pupils may find a keyboard helpful for this task or simply clapping the rhythm and counting the syllables. Emphasise that the first and second line of their song, in keeping with traditional blues songs, will be the same, so only two lines of lyrics for each verse need to be composed! There is space at the bottom of Worksheet 6 for any groups who wish to compose additional verses depending on ability. Invite selected groups to read/sing their lyrics to the rest of the class discussing briefly the effectiveness of the subject matter and theme of the lyrics and whether they conform to the traditional AAB structure used in blues songs.</p> <p style="text-align: right;">(15 mins)</p> <p style="text-align: right;"><i>Continued...</i></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>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</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);">Core Main Activities Continued</p>	<p>2. Performing Blues Songs - Worksheet 6 & Score 7 & MIDI 17 & MIDI 18 & MIDI 19 & MIDI 20 & Worksheet 3 Set the Challenge: Working in their groups described above, pupils are to put together a performance of their blues songs using “Honky-Tonk Blues” from Score 7 and their lyrics from Worksheet 6 towards a complete performance. Pupils can choose which textural layers to include in their performance (refer back to the plenary activity of lesson 4 where pupils explored this) – seventh chords twelve bar blues chord sequence, walking bass line, boogie-woogie part, melody line (which can be performed but MUST be sung!) and improvised fills using the notes of the blues scale. A swing rhythm/percussion backing can also be added. The supporting MIDI files can be used to demonstrate/revise parts from lesson 4. Allow pupils suitable time to rehearse their blues songs, perhaps encouraging each group to give their song an appropriate title before performing to the rest of the class. Worksheet 3 can be used as an evaluation tool as pupils listen to each other’s performances and also allows pupils to listen to and identify each textural layer which each group has used (or not used) in their performance</p> <p style="text-align: right;">(35 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>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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Plenary</p>	<p>The Blues Quiz – Starter/Plenary 6 To revise pupils’ learning of the blues, distribute Starter/Plenary 6 and allow pupils time to answer the ten multiple choice questions on their learning of blues. Answers can be collected in for formative assessment or discussed as a class.</p> <p style="text-align: right;">(10 mins)</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 Literacy – subject matter of blues songs; AAB structure of lyrics in blues songs; storytelling Citizenship – slavery, oppression etc.</p>		<p>EAL/SEN/GAT (GAT) 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. (GAT) Higher ability pupils may be able to manipulate the rhythm of the melody line of “Honky-Tonk Blues” in order to accommodate more complex lyrics (SEN) Lower ability pupils may be allocated easier parts, such as the chords or walking bass line part, when performing as a group but should be encouraged to attempt a vocal part (EAL) Pupils with English as an additional language can be asked to compose a set of lyrics in their own native tongue and teach this to the other members of the group – <i>what effect does ‘singing the blues’ have when heard in another language? Can pupils still tell what the group/singing is singing about?</i></p>
<p>LANGUAGE FOR LEARNING - spell/use/understand Bass Line, Blues Scale, Boogie-Woogie, Improvisation, Improvised Fill, Lyrics, Melody, Rhyme, Seventh Chord, Structure, Textural Layer, Texture, Walking Bass</p>		<p>HOMEWORK SUGGESTIONS Pupils could be asked to complete Cover/Homework 3 Blues Musicians or Cover/Homework 5 Bessie Smith to further their learning on blues singers and performers.</p>
<p>LESSON RESOURCES –keyboards; drum kit/percussion/drums if groups wish to include a “swing” rhythm in their blues songs Y8U4SP9 Blues Song Lyrics Y8U4W6 – Blues Song Lyrics Composing Sheet Y8U4S7 – Honky-Tonk Blues Y8U4MIDI18 – Honky-Tonk Blues Boogie-Woogie Part Y8U4MIDI19 – Honky-Tonk Blues Chords, Walking Bass & Boogie-Woogie Parts Y8U4CH3 – Blues Musicians</p>		<p>if groups wish to include a “swing” rhythm in their blues songs Y8U4A4 – Thinking Blues – Bessie Smith Y8U4MIDI20 – Honky-Tonk Blues Melody Part Y8U4MIDI17 – Honky-Tonk Blues Walking Bass Line Y8U4W3 – Evaluating Blues Songs Y8U4SP6 – The Blues Quiz Y8U4CH5 – Bessie Smith</p>