

<b>DATE:</b> 5/09/2000	<b>CLASS:</b> Year 9	<b>ROLL:</b>	<b>DURATION:</b> 60 mins
<b>TOPIC:</b> Blues and Jazz			
<b>KEY ELEMENTS:</b> AT1 AT2		<b>LESSON:</b> Introduction of Blues and Jazz music looking at Slave Trade - map, terribleness of living conditions and instruments. Listening to traditional and modern blues songs to composer musical aspects, instruments, and what they are singing about.	
<b>KEY WORDS:</b> Slave Trade, Off beat rhythm, Traditional, modern			
<b>LEARNING OUTCOMES:</b> Pupils will develop an understanding of where blues and jazz music comes from. They will develop an awareness of the historical and social conditions that influenced the music and discover why music was such an integral part of their life. Pupils will develop their awareness of instruments used and how they made the instruments - out of cattle bones. Listening and appraising skill swill be developed as pupils compare and contrast traditional and modern blues songs.			
<b>EQUIPMENT / RESOURCES:</b> OHP, Books, Board markers, Worksheets, Map grid			
<b>LESSON DEVELOPMENT</b>			
<b>TIME</b>	<b>INTRODUCTION:</b>		
5	Bring class in (lined up outside) and take register. Ensure everyone is in the correct teaching group.		
	<b>ACTIVITIES:</b>		
10	<b>RULES</b> - state expectations of pupils and classroom rules. Emphasise importance of good behaviour and cooperation within lessons. Agree upon these rules.		
5	<b>EQUIPMENT</b> - Hand out files and jotters. Explain new system. Emphasise NO WRITING ON BOOKS AND FILES.		
5	Introduce topic - Blues Music. Brainstorm session. Listen to a blues song to introduce pupils to the sounds. Give out worksheets.		
10	Read through worksheet - class volunteers. Discuss questions as a class. Key points: why did the Africans go to America? Why was life terrible there? Why was music important to them? What kinds of issues did they sing about? What are the most popular instruments?		
10	Answer questions from worksheet - write answer into jotter. Complete blank map to show the movement of slaves from Africa to America.		
	<b>CONCLUSION:</b>		
5	Listen to the blues song again. This time reflect upon the following questions: <b>What are they singing about?</b> <b>What instruments are being used?</b> Listen to a modern blues song and compare the differences - class discussion.		
5	Recap: Where did blues come from? What are the songs about..... Set H/W. Pack up.		

<p><b>DIFFERENTIATION:</b></p> <p>All: Listen to Blues music and identify the sadness of the music. Complete a map and understand where blues music comes from and an awareness of the Slave Trade. Be able to identify some instruments using common names.</p> <p>Most: Compare and comment on the difference between the traditional and modern blues song. Identify what they are singing about. Show a good understanding of the instruments used and use musical terms to analyse the music - minor, off beat.. syncopated.</p> <p>Some: Identify chord sequences in the music and compare how the music has changed from a changing society over time. Show a good understanding of the slave trade.</p>	<p><b>SPECIAL NEEDS:</b></p> <p><b>See Register</b></p>
<p><b>ASSESSMENT:</b></p> <p><b>Monitor discussion work</b>  <b>Mark class work</b>  <b>Set homework</b></p>	<p><b>HOMEWORK / CONTINUATION:</b></p> <p><b>Write a summary of the Slave trade and explain why music was important to the African people.</b></p>
<p><b>EVALUATION:</b></p> <p><b>PUPIL LEARNING:</b></p> <p><b>TEACHER PERFORMANCE:</b></p>	