

DATE: 5/09/2000	CLASS: Year 9	ROLL:	DURATION: 60 mins
TOPIC: Blues and Jazz			
KEY ELEMENTS: AT1 AT2		LESSON: Recap Blues movement and Slave trade. Why was life so difficult? Today you will find out about 12 bar blues structure and revisit chords. Listen to a popular blues singer and do listening task.	
KEY WORDS: Chords, Harmonies, Improvisation (primary and secondary chords with upper sets.)			
LEARNING OUTCOMES: Pupils will develop an understanding of blues songs and how the lyrics were to express themselves. Look carefully at words and dialect. Re-look at chords from year 8 work. Establish firm understanding of chords - 2 or more notes played together. Work out the 12 bar blues sequence aurally. Pupils will enhance their listening skills by listening to a trad. Blues song and answering questions about it (written work).			
EQUIPMENT / RESOURCES: OHP, Books, Board markers, Worksheets, Listening sheet and tape from Music Matters (Old version), piano			
LESSON DEVELOPMENT			
TIME	INTRODUCTION:		
5	Bring class in (lined up outside) and take register. Take seats and sit at the front of the class. One person to hand out folders as I take the register.		
	ACTIVITIES:		
10	Recap: What did we look at last week? Last week we looked at the slave trade and how the African slaves moved to America. Q+A session about why music was important to the slaves. What instruments were used?		
2	Distribute worksheet - Blues Music		
13	Class reading of worksheet using volunteers. Pupil reads through box, teacher goes over difficult terms and vocab. Using glossary. Teacher asks questions as going through the sheet.		
10	Introduce 12 bar blues from the sheet. First recap chords. What is a chord? (Revisit primary and secondary chords with top sets. - looking at tonic and dominant.) Play the 12 bar blues sequence on the piano. Pupils should try to work out the pattern of chords.		
	Go over questions at the bottom of the worksheet aurally.		
5	Give out listening sheet and explain task. Read through and go over difficult terms/ ostinato, ternary form...		
10	Listening task - write answers on to the worksheet. Listen once and write answers and the discuss on the second listening. Ext: Questions on sheet		
	CONCLUSION:		
5	Q+A: What is a chord? What is the 12 bar blues? How does a blues song express unhappiness.		
	Pack up. Neat pile of folders on each desk - Stand behind chairs. If there is time left at end quick quiz. Ask questions and those who answer correctly can stand at the door and go straight on the bell.		

<p>DIFFERENTIATION:</p> <p>All: Read worksheet as a class. Understand the basic terms - chord improvisation.. Show an awareness of how songs were used and the mood of a blues song., Answer most of the questions form the listening sheet, recognise some of the instruments playing (piano/ trumpet). Recognise a 12 bar blues pattern.</p> <p>Most: Understand chords and be able to work out the 12 bar blues pattern from given notes, singing up to the note in their head. Answer questions for listening task.</p> <p>Some: Recognise primary and secondary chords and name the tonic and dominant. Show a good understanding of chord sequence and 7th chords.</p>	<p>SPECIAL NEEDS:</p> <p>See Register</p>
<p>ASSESSMENT:</p> <p>Monitor discussion work Listening activity Mark class work Set homework</p>	<p>HOMEWORK / CONTINUATION:</p> <p style="text-align: center;">Complete questions from worksheet in full sentences.</p>
<p>EVALUATION:</p> <p>PUPIL LEARNING:</p> <p>TEACHER PERFORMANCE:</p>	