

TOPIC: Blues and Jazz

KEY ELEMENTS: AT1	LESSON:
	12 bar blues and the boogie woogie bass line. Perform the 12 bar blues and add a bass line. Improvise over the chords to produce a riff part.

KEY WORDS: Chords, 12 bar blues, improvisation, riff
--

LEARNING OUTCOMES: Pupils will develop their performance and composing skills. They will perform a 12 bar blues, add a boogie woogie bass part, and then a riff improvisation. This will develop pupils ensemble skills as they listen to others to fit their part in. Compositions will be performed in small groups.

EQUIPMENT / RESOURCES: Books, Board markers, Performance Worksheets, instruments.

LESSON DEVELOPMENT

TIME	INTRODUCTION:
5	Register with class sitting at the front.
	ACTIVITIES:
5	Recap: What did we look at last week? What is a chord? What is the 12 bar blues? What are the chords in a 12 bar blues? What does improvisation mean? What is a riff (from last year)? Introduce today's lesson. Practical/composing lesson. State aims: By the end of this lesson everyone will produce a group performance.
10	Distribute performance sheets. Look through the chords and the boogie woogie bass line. Tasks: 1) Everyone will learn to play the chord pattern 2) When you can play this move on to learning the bass line 3) Split into pairs - 1 person play chords 1 play bass. 4) In small groups improvise a riff part over the chords and bass - will need 3 at least 3 people. Some people should try to play the chords and bass line together.
2	Check that everyone understands task by asking 'what do we need to do?'
10	Performance - learn 12 bar blues. Using personal judgement of the class stop at an appropriate time for pupil demos. Push them on! Set personal targets to each pupil - e.g. play chords using 7ths, play all three notes of the chord, try to play the bass line, work on the rhythm etc.
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.
10	Stop class and here pupils who are willing to play. Ensure that by this stage class are working towards adding bass line and riff.
	CONCLUSION:
8	Here pupils/groups who are willing to perform to the rest of the class. Comment on performances, ask the other students whether this was a successful performance and why?
	Pack up and wait for the bell. Next week will look at how the boogie woogie bass line was used in Jazz and then we will also start to compose our own blues song.

<p>DIFFERENTIATION: All: Perform the 12 bar blues with a steady rhythm on own, playing 1 or more notes of the chord. Play their part with others and generally make it fit. Perform with an understanding that it is blues music. Show a good understanding of 12 bar blues and chords. Work well as a group. Most: Perform Boogie woogie part or chords (3 notes) fitting their part in well with others. Produce a satisfying performance of the 12 bar blues. Add a simple riff part that fits the rhythm and style. Try to play the chords in R.H with the bass note in the L.H. Perform at a suitable speed. Some: Perform chords and bass line together in time and with a sense of style. Compose a good riff and fit it in with the group. Perform group composition with confidence.</p>	<p>SPECIAL NEEDS: See Register</p>
<p>ASSESSMENT: Monitor class discussion Monitor performance Monitor group work in composition Pupil demos Homework</p>	<p>HOMEWORK / CONTINUATION: Write song lyrics for a blues song</p>
<p>EVALUATION:</p> <p>PUPIL LEARNING:</p> <p>TEACHER PERFORMANCE:</p>	