

Topic: The Blues

**National Curriculum Objectives which are covered in this unit:**

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using inter-related dimensions of music.
- Listen with attention to details and recall sounds with increasing aural memory.
- Use and understand staff notation and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

**Model Music Curriculum Areas which are covered in this unit:**

- Singing
- Performing
- Listening
- Composing

**Lesson sequence - include the key concept, L.O. and brief description of lesson**

<p><b>Lesson 1 – History of the Blues</b> <i>Learning the origins of the blues and identifying some features of this genre, singing a blues-style song.</i></p> <p><b>LO:</b> To know some features of blues music.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can understand that blues music often conveys strong emotions.</li> <li>• I can sing a blues song.</li> <li>• I can use vocal expression to convey meaning.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> singing in tune, using vocal expression to convey meaning and naming three key features of blues music. <b>Pupils working at greater depth indicated by:</b> singing bent notes with expression.</p>	<p><b>Lesson 2 – Playing a Chord</b> <i>Becoming familiar with chords often used in blues music, playing the first line of the 12-bar blues.</i></p> <p><b>LO:</b> To play the first line of the 12-bar blues.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I know what a chord is.</li> <li>• I can play the chord of C.</li> <li>• I can play the chord of C for the first line of the 12-bar blues.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> explaining what a chord is and playing the chord of C sixteen times. <b>Pupils working at greater depth indicated by:</b> playing in time with the backing track and having a go at playing quavers for the chords.</p>	<p><b>Lesson 3 – The 12-Bar Blues</b> <i>Learning to play the chord sequence of the 12-bar blues.</i></p> <p><b>LO:</b> To be able to play the 12-bar blues.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can play the chord sequence of the 12-bar blues.</li> <li>• I can play the chords of C, F and G.</li> <li>• I can play in time with the backing track.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> playing the 12-bar blues correctly. <b>Pupils working at greater depth indicated by:</b> playing the 12-bar blues in time with the backing.</p>	<p><b>Lesson 4 – Blues Scale</b> <i>Playing the blues scale up and down.</i></p> <p><b>LO:</b> To be able to play the blues scale on a tuned instrument.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can play the blues scale going up.</li> <li>• I can play the blues scale going down.</li> <li>• I can play the blues scale in time with the backing track.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> playing the notes of the blues scale in the correct order ascending and descending. <b>Pupils working at greater depth indicated by:</b> playing the blues scale ascending and descending in time with the 12-bar blues backing track.</p>	<p><b>Lesson 5 – Improvisation and the Blues</b> <i>Using the notes from the blues scale, learned in the previous lesson, and improvising blues music by playing the notes in different orders.</i></p> <p><b>LO:</b> To be able to improvise with notes from the blues scale.</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• I can play the blues scale notes out of order.</li> <li>• I can play different blues scale notes along to the backing track.</li> <li>• I can improvise using notes from the blues scale.</li> </ul> <p><b>Assessing progress and understanding Pupils with secure understanding indicated by:</b> playing a selection of blues scale notes out of order in their own improvisation. <b>Pupils working at greater depth indicated by:</b> playing a selection of blues scale notes with some organisation in time to the backing track.</p>
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<p><b><u>Prior learning</u></b></p> <p><i>List year groups and topics with connected learning</i></p>	<p><b>EYFS</b>  Exploring Sound  Celebration Music  Music and Movement  Musical Stories  Transport  Big Band  <b>Year 1</b>  Keeping the Pulse (Theme: My Favourite Things)  Tempo (Theme: Snail and Mouse)  Dynamics (Theme: Seaside)  Sound Patterns (Theme: Fairytales)  Pitch (Theme: Superheroes)  Musical Symbols (Theme: Under the Sea)  <b>Year 2</b>  Call and Response (Theme: Animals)  Instruments (Theme: Storytelling)  Singing (Theme: On This Island)  Contrasting Dynamics (Theme: Space)  Structure (Theme: Myths and Legends)  Pitch (Theme: Musical Me)</p>	<p><b>Year 3</b>  Ballads  Creating Composition in Response to Animation (Theme: Mountains)  Developing Singing Technique and Keeping in Time (Theme: Vikings)  Pentatonic Melodies and Composition (Theme: Chinese New Year)  Instrumental Unit One (Theme: South Africa)  Traditional Instruments and Improvisation (Theme: India)  <b>Year 4</b>  Body and Tuned Percussion (Theme: Rainforests)  Rock and Roll  Changes in Pitch, Dynamics and Tempo (Theme: Rivers)  Haiku, Music and Performance (Hanami)  Samba and Carnival Sounds and Instruments  Adapting and Transposing Motifs (Theme: Romans)</p>
<p><b><u>Future learning</u></b></p>	<p><b>Year 5</b>  Musical Theatre  Composition Notation (Theme: Ancient Egypt)  Looping and Remixing  Composition (Theme: Festival of Colour)  South and West Africa  <b>Year 6</b>  Dynamics, Pitch and Texture (Theme: Coast – Fingal’s Cave by Mendelssohn)  Songs of World War 2  Film Music  Theme and Variations (Theme: Pop Art)  Baroque  Composing and Performing a Leavers’ Song</p>	
<p><b><u>Key vocabulary to be explicitly taught</u></b></p>	<p>12-bar blues; ascending; scale; backing track; bar; bent notes; blues; blues scale; chord; convey; descending scale; expression; features; flat; improvisation; lyrics; pitch; quavers; scale; sharp; solo; staff notation</p>	
<p><b><u>Cross-curricular links</u></b></p>	<p><b>RSE/PSHEE</b>  Giving emotion words to describe feeling ‘blue’  <b>History</b>  Knowing that blues music started in America in slave plantations</p>	
<p><b><u>Enrichment</u></b></p>	<p>Rocksteady Feel Good Friday Spring 1 – starts Friday 10<sup>th</sup> January</p>	
<p><b><u>Useful websites/resources</u></b></p>	<p><b>Kapow Music</b>  <b>BBC Teach</b>  <b>BBC Ten Pieces</b>  <b>Rocksteady Feel Good Friday</b></p>	