



Number of weeks (between 6&8)	Content of the unit (overall.. what do they learn in this unit?)	Assumed prior learning (tested at the beginning of the unit)
11 Weeks	Students learn about the history of the blues and influences on pop music, understanding structure of 12 bar blues, learning to play the blues chords and blues scale, following finger patterns, improvising / composing melodies using the blues scale notes in C major.	Students know how to play melodies in C major scale (Treble Clef scheme), have some experience playing two parts together – bass and melody (Treble clef scheme)
Assessment points and tasks.	Written feedback points (self feedback, peer feedback, teacher feedback)	Learning Outcomes (tested at the end and related to subject competences)
<p>Final lesson – final assessment on the performance of the blues scale improvisation.</p> <p>Higher ability: performance with the blues riff or chords.</p> <p>GCSE: Component 2 : composing</p> <p>ASMT: students compose their own melodies using the Blues scale 30%</p>	<p>Lesson 1- SF</p> <p>Lesson 4 – TF</p> <p>Lesson 9 – TF</p>	<p>I can participate in a simple singing task</p> <p>I can follow basic instructions when performing</p> <p>I can repeat a basic two note ostinato</p> <p>I can sing a simple tune in an ensemble</p> <p>I can demonstrate co-ordination on an instrument</p> <p>I can show the ability to work in a team</p> <p>I can order sounds in a creative way</p>



	I can select appropriate sounds for compositions
	I can explore repeating patterns
	I can identify different sound sources
	I can recognise high and low sounds
	I know one key word per topic
	I can recognise some simple instrument sounds
	I know when a piece is loud or quiet
	I know some generic key words

Lesson	Clear learning intentions (learning objectives)	Clear success criteria (levels of attainment in lesson - targets)	Hook (starter)	Guided practice (main)	Presentation of content	Independent practice (homework)	Closure (plenary)
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<p>1,2</p>	<ul style="list-style-type: none"> To learn about the origins of the blues and how the blues influenced or created other styles of music. Learn to play the blues scale in C and improvise melodies. To learn about improvisation. 	<p>G: to be able to play the blues scale. F: to play the blues scale and improvise 4 to 8 melodies using 3 notes. E: to be able to improvise 4 to 12 melodies using 5 notes of the blues scale.</p>	<p>Settle in task: watch the video. What style of music is this? Is it sung by a woman or a man? Where is it from? Can you name the instrument playing the melody in the background? What is the musical term for making up music on the spot? Can you come up with your own question regarding the style of music and the clip?</p> <p>Starter: Get students to read the beginning of the blues worksheet. Explain the origins and development of Blues music. Why this music is called the Blues? Pick students to answer the questions orally or in their exercise books. One of the main features of the blues is Improvisation. What is improvisation? (Show example of improvised music and written music). Discuss other features of the Blues: call and response, 12 bar blues structure</p>	<p>Tasks: Hand out the C blues scale worksheet. Demonstrate how to play the C blues scale following the 1313134.. Finger pattern on the right hand. Describe the flat notes on the keyboard.</p> <ol style="list-style-type: none"> Learn to play the C blues scale fluently following the finger pattern (forward and backward). Improvise melodies using the c blues scale. Can use 3 to 5 notes per melody. If working in pairs: Partner to accompany the melodies by playing C - G note every 4 beats (to keep in time).switch roles. <p>Go through the tasks and show an example for each of them:</p> <p>Pick students at different levels to perform their compositions to the class. Pick students from the audience to give feedback and comment on improvisation, timing, what can be improved? www? Ebi?</p> <p>Practical time 2: Get students to test each other in pairs. Students to carry on practising taking on board the feedback given to them. Go around the class and pick students randomly and test them.</p>	<p>Thumbs up or down: to see if they understood the tasks. Pick a student to describe their target.</p> <p>Practical time: Go around the class and give verbal feedback on improvisation, timing, accompaniment.</p>	<p>Find 5 facts about Blues music and its history.</p>	<p>Plenary All students to write down self feedback. Ask some students to read out their feedback. Pick students at different levels to perform their compositions to the class. Pick students from the audience to give feedback and comment on improvisation, timing, what can be improved? www? Ebi?</p> <p>Set homework.</p>
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<p>3,4</p>	<ul style="list-style-type: none"> To learn about the 12 Bar Blues structure. Learn to play chords C F G major on the keyboard following the 12 Bar Blues structure. . 	<p>G: to play the chord C F G. F: to play the 12 bar blues chord sequence. E: to come up with own chord vamp.</p> <p>Demonstrations and examples will be shown to groups of students at each level.</p>	<p>: Blues recap worksheets. Students to fill out the sentences using the keywords in the word box. Pick students to share their answers.</p>	<p>Explain the structure of the 12 bar blues. It doesn't change throughout the piece and instruments such as electric guitar, electric organ improvise over while the other instruments play this structure repeatedly (accompaniment). Listen to Casio blues as an example.</p> <p>*each chord change happens every 4 beats. 4/4 C – C – C – C F – F – C – C G – F – C – G ...back to the start</p> <p>Hand out the worksheet Blues in C. Explain the fingering numbers below the chords (left hand). Demonstrate how to play each chord.</p> <p>PRACTICAL TIME:</p> <p>PRACTICAL TIME 2: Practice and improve their performances further taking on board the feedback. Students to carry on giving feedback to each other while they are practicing.</p>	<p>Get students to follow the sequence of the chords or say out loud the chord while listening to Casio blues.</p> <p>Questions to ask: What is a structure in music? What is a chord? 2 or more notes played together. What is a bar in music? Way of dividing notes into equal sections in music. How many bars are there in this structure? What happens to the chords at the end of the structure?</p> <p>Thumbs up or down: to see if they understood the tasks. Pick a student to describe their target.</p> <p>Go around the classroom and give verbal feedback on improvements. Students to write down this feedback in their books.</p> <p>peer feedback: Pick students at different levels to perform at a time. The audience need to listen. Pick someone randomly to give feedback. What went well during the performance? What can be done to improve it?</p> <p>Action: what have you done with the feedback given to you in this lesson?</p>	<p>Find three facts about a famous Blues musician of your choice. Include pictures. Present on A4 size paper.</p>	<p>Year 7 - Spring Term - Blues Plenary Pick students at different levels to perform at a time. The audience need to listen. Pick someone randomly to give feedback. What went well during the performance? What can be done to improve it?</p> <p>Set homework.</p> <p>If there is time quick test: basketball questions: get a student to ask another student a question on what they have learnt so far. The student answering should ask someone else a different question.</p>
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<p>5,6</p>	<p>To be able to play melodies (C blues scale notes) while playing the 12 bar Blues structure.</p>	<p>G:to play the 12 bar blues chord sequence with chords C F G.: F to play some chords and play melodies with three notes. E to play the whole 12 bar blues structure and play simple melodies.</p>	<p>Starter: Starter: test on the 12 bar blues structure and chords. Display the structure on the board for 1 minute. Ask students to memorise the structure / chords and write it down on mini white boards. they can work in pairs. Go around the class and check their answers.</p>	<p>Hand out the C BLUES SCALE COMPOSITION sheet.</p> <p>Go through the tasks list 1 – 5 on the sheet. Demonstrate examples of different stages.</p> <p>PRACTICAL TIME: (Teacher feedback): Go around the class and give each student or write down in their some feedback on what they are doing well and what they need to do next to improve their performance.</p> <p>Pick students at different levels to perform back to the class.</p> <p>PRACTICAL TIME 2: Practice and improve their performances further taking on board the feedback.</p> <p>Get students to test each other. www? Ebi? E.g. Is he she using the correct hand to play the melody? is the tempo steady?</p>	<p>. Thumbs up down to see if they understood the tasks. Pick students to explain their targets.</p> <p>Audience to give feedback. What went well? What needs to be improved? They can use the assessment level descriptions to help them give feedback.</p> <p>Go around the class and assist students.</p>	<p>Homework – what other styles came from the blues? Find out about 5 styles of music with illustrations. You can present it like a spider diagram on an A4 sheet.</p>	<p>Plenary Pick students at different levels to perform back to the class. Audience to give feedback. What went well? Even better if? Focus on tempo.</p> <p>Action: Students write down what they have done with the feedback.</p> <p>Set homework.</p> <p>If there is time quick test: basketball questions: get a student to ask another student a question on what they have learnt so far. The student answering should ask someone else a different question.</p>
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<p>7,8</p>	<p>To improve timing while playing the 12 bar Blues compositions.</p>	<p>G: to be able to play some chords or melodies with three notes to a steady tempo. F: to be able to play some parts of the 12 bar blues structure and melodies to a steady tempo. E: to be able to play the whole the 12 bar blues structure and melodies to a steady tempo.</p>	<ul style="list-style-type: none"> • Starter: listen to the song. Can you clap each time the chord changes? Pick few students to demonstrate back to the class. • Which instrument is playing the Blues riff? • Is there any improvisation? If yes which instrument is playing it? <p>Can you name other instruments in the piece?</p>	<p>Main – focusing on improving timing in the performance of 12 bar Blues compositions.</p> <p>Clap a rhythm. First play slow and speed up. Ask students to follow it. When was it easier to play? When was it more difficult to play? Explain what timing is in music and why it is important. What do you need to keep in mind when practising your compositions? What can you use to help your timing? Demonstrate how to use a background beat or metronome on the keyboard when playing the chord structure.</p> <p>Students have to focus on improving their timing when performing their compositions.</p> <p>Component 2 – composition – assessment criteria:</p> <ul style="list-style-type: none"> • Go through the assessment criteria in the following slides before the assessment. • Give a mark out of 30 for each composition based on the criteria. • Students can focus on the red criteria when giving feedback. • Give students one lesson to prepare and use the following lesson to assess. <p>Students also need to read the feedback from last lesson and focus on it during the practical tasks.</p> <p>Students will perform their final piece in front of the class while the audience listen to the performances and feedback given to the performers. Pick students randomly and ask them to explain the feedback given to the performer. Mainly focus on timing when giving feedback.</p> <p>Give students their final attainment levels.</p> <p><i>Page 6 of 7</i></p>	<p>Go around the class and assist students.</p>	<p>Homework – learn the keywords (hand out homework sheets)</p>	<p>Plenary</p> <p>Quick test: basketball questions: get a student to ask another student a question on what they have learnt so far. The student answering should ask someone else a different question.</p> <p>Set homework.</p>
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<p>9, 10</p>	<ul style="list-style-type: none"> • Learning to sing I got the Blues so bad. • Improving timing by learning the lyrics and play chords on the keyboard. • 	<p>G: to be able to sing some parts of the song. F: to play the chords and sing some parts of the song. E: to play the whole song and play chords.</p>	<p>Settle in task: practise playing the 12 bar chord sequence</p> <p>Starter: demonstrate how to sing the song ' I got the Blues so bad'. Get the whole class to sing together.</p>	<p>Main – focusing on improving timing in the performance of I got the Blues so bad.</p> <p>What is timing? Explain and give examples.</p> <p>Demonstrate how to change the chords C F G in time with the lyrics or the song. Where does it change to F in the chorus? Where does it change to G? When does it go back to C? ...</p> <p>Explain the tasks:</p> <ol style="list-style-type: none"> 1. In groups of two or three learn to sing I got the blues so bad. 2. Learn to play and change chords in time to the song. 3. Add your own twist to the song e.g. Change rhythm 4. Get ready to perform the song in front of the class. 	<p>Go around the class and assist students.</p> <p>Individual feedback given to as many students at different levels during the 1st and second practical sessions and during plenary performances. They need to write this in their r books</p>	<ul style="list-style-type: none"> • Write your own blues lyrics. Keep it simple: Chorus / verse • You can pick your own theme. 	<p>Students will perform their performance of I got the Blues so bad in front of the class while the audience listen to the performances and give feedback.</p> <p>Pick students randomly and ask them to explain the feedback given to the performer. Mainly focus on timing when giving feedback. Example: did he she change the chord at the right time? Is the song steady?</p> <p>Quick test: basketball questions: get a student to ask another student a question on what they have learnt so far. The student answering should ask someone else a different question.</p> <p>Set homework.</p>
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