

## THE BLUES AND BEYOND

| General Topic                                 | Exploring The Blues and its Relationship with the Guitar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Scheme of Work Overview</b>                | <p>This unit explores the key components of the Blues genre with its history, exploration of chords, chord patterns and improvisation. To facilitate learning, the guitar will be the primary instrument performed on by the students with the addition of cajon and other percussion where necessary to further develop ensemble and performance skills. The students will be introduced to the basic approach to playing the guitar before learning the characteristic 12 bar blues chord structure with the primary chords, embellishing this with 7th chords and a bass line.</p> <p>The importance and key component of improvisation will be introduced giving the students the chance to improvise their own riffs and notes from the pentatonic scale over a chord sequence.</p> <p>Furthermore, the students will have the opportunity to write their own lyrics and compose their own blues song with ensemble performance. This will teach team work and a critical engagement with the key learning objectives putting them into practice with a musical performance.</p> <p>The extent of composition and improvisation, and the depth of history will be at the discretion of the teacher and what is possible with their hearing impairment and additional needs.</p> |
| <b>Unit Learning Objectives</b>               | <ul style="list-style-type: none"> <li>• Know how chords and triads are played on the guitar, notated and used in the Blues e.g., within a 12 bar chord sequence</li> <li>• Know how to outline a blues chord sequence effectively with chords, root note bass line, rhythm accompaniment, riffs</li> <li>• Understanding and demonstrating an effective blues improvisation using notes from the pentatonic scale</li> <li>• know and recognise the familiar instruments and key components of the blues with its specific timbres, and sonorities</li> <li>• To critically engage with blues music using descriptive musical terminology and self expression through performance</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Key Words, Concepts, Musical knowledge</b> | <p>12 bar blues, primary chords, 7th chords, blues song structure (lyrics and chords), improvisation, swing/swung rhythm, riffs, fills and solo, song and band format (soloist, rhythm, instrumentation), pentatonic scale, musical expression through instrumentation and conveying a message through music, applying learnt knowledge to the guitar, an understanding of popular music composition, brief history of the blues and African American music</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Music Theory</b>                           | <ul style="list-style-type: none"> <li>• Primary Chords</li> <li>• Seventh Chords</li> <li>• Pentatonic Scale</li> <li>• Song Structure (AAB)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Link to Year 9 and KS4</b>                 | <ul style="list-style-type: none"> <li>• Independence</li> <li>• Self expression through musical foundations</li> <li>• Popular Music</li> <li>• Ensemble Musicianship</li> <li>• Team Work Skills</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

| General Topic          | Exploring The Blues and its Relationship with the Guitar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| IB MYP                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Musical Terms for Unit | <ul style="list-style-type: none"> <li>• Guitar Technique: Strumming, Muting, Picking, Vibrato, Slide</li> <li>• Texture: Band Set up, Instrumentation</li> <li>• Primary Chords, Seventh Chords</li> <li>• Repeat</li> <li>• Dynamics: forte, piano, mezzo piano, mezzo forte, crescendo, decrescendo</li> <li>• Pitch</li> <li>• Chord Progression</li> <li>• Improvisation</li> <li>• Pentatonic Scale</li> <li>• Transposing</li> <li>• Tempo/Rhythm: Beats in a bar</li> <li>• Tonality: Major/Minor</li> <li>• Genre</li> <li>• Structure: Verse, Chorus, Head, Turnaround, Solo, AAB</li> <li>• Ensemble</li> <li>• Note Values: chocolate music</li> <li>• Key</li> <li>• Triad</li> <li>• Swing</li> </ul> |

### Expectations and Learning Outcomes

| All Pupils will (working towards)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Most Pupils will (working at)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Some Pupils will (working beyond)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <ul style="list-style-type: none"> <li>• Perform a simple 12 bar blues accompaniment on the guitar as an ensemble</li> <li>• Learn the primary and seventh chords in a 12 bar blues and transpose between keys C and G Major</li> <li>• Improvise simple melodic phrases using the pentatonic scale over a harmonic blues progression</li> <li>• Perform one part in an ensemble with either the bass line, chords and/or vocal parts</li> <li>• Know and recognise basic instrumentation used in the blues genre</li> <li>• Understand and use some musical terms in their descriptive analysis of Blues and music structure</li> <li>• Describe the most salient points of Blues music with correct musical terminology</li> <li>• Understand and describe the basic origins of the Blues</li> </ul> | <ul style="list-style-type: none"> <li>• Take part in an ensemble, showing understanding and development of skills needed to play the Blues e.g., Chord progression, Improvisation, Vocal part, bass line</li> <li>• Recognise and perform the primary chords of a 12 bar blues in an ensemble, transposing with independence</li> <li>• Improvise effectively with attention to harmony, rhythm and phrasing using the pentatonic scale</li> <li>• Perform all parts as part of an ensemble, on the guitar</li> <li>• Identify more complex instrumentation sonorities in Blues music</li> <li>• Understand and use correct musical terminology as part of a group performance</li> </ul> | <ul style="list-style-type: none"> <li>• Be influential in the arrangement of a 12 bar blues song demonstrating a range of guitar and musical techniques e.g., rhythmic variety, riffs, lyric structure</li> <li>• Recognise and explore primary and seventh chords, performing and manipulating these effectively in a performance</li> <li>• Improvise with stylistic intent during a solo section using phrasing, rhythmic interest, dynamics and syncopation</li> <li>• Delegate parts in an ensemble and understand how to transpose these parts effectively in a range of keys</li> </ul> |

## Definition and detail of Musical Language for the Unit

| Musical Language                       | Description                                                                                                                                                                                                                              |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>12 Bar Blues</b>                    | Number of bars in a Blues Chord Sequence using the chords I, IV, and V (often using seventh I7, IV7, and V7 in place or as well as the primary chords)                                                                                   |
| <b>Minor Pentatonic Scale</b>          | A 5 note scale made up of root, b3rd, 4th, 5th, b7th used for improvisation and vocal content                                                                                                                                            |
| <b>Primary Chords</b>                  | Chord I, Chord IV, Chord V, made up of at least 3 notes played separately or together to support the harmonic framework                                                                                                                  |
| <b>Triad</b>                           | 3 note Chord                                                                                                                                                                                                                             |
| <b>Seventh Chord</b>                   | The basic 3 note triad with the addition of the b7th note from the scale                                                                                                                                                                 |
| <b>Ostinato/Riff</b>                   | Short musical pattern used in a solo or fill                                                                                                                                                                                             |
| <b>Blues Instrumentation</b>           | Acoustic Guitar, Electric Guitar, Harmonica, Vocal, Drums Kit, Bass Guitar, Piano, Keyboard                                                                                                                                              |
| <b>Blues Song Structure</b>            | Usually 3 lines of lyrics with an AAB structure, the second being a repeat of the first, with a contrasting third line. Sometimes there is a break at the end of each line for a solo fill or a repeat of the whole structure for a solo |
| <b>Improvisation</b>                   | Music created on the spot although within a pre-defined musical structure (12 bar blues) and using a relevant scale (pentatonic)                                                                                                         |
| <b>Contextual History</b>              | <b>Work songs, Spirituals, Entertainment, developing into rock and roll, rock music and popular music</b>                                                                                                                                |
| <b>Call and Response</b>               | Key idea of musicians working together in a Blues ensemble                                                                                                                                                                               |
| <b>Instrumental Roles in the Blues</b> | Accompanist, Soloist, Vocalist                                                                                                                                                                                                           |
| <b>Passing Notes</b>                   | Bass line notes not associated with the harmonic sequence                                                                                                                                                                                |

## Lesson Plans 1 through to 12

| Number of Lesson and Main Title                                                                                                     | Outline of Lesson Content and Key Words                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>Lesson 1 - 'We Will Rock You' and Sticky Knowledge</b></p> <p><b>Initial Assessment with verbal questions and answers</b></p> | <ul style="list-style-type: none"> <li>• First introductions: What do the students already know</li> <li>• Basic first steps in playing the guitar: holding correctly, strumming approach, holding the plectrum</li> <li>• Musical beginnings: playing in unison, keeping time as an ensemble, building confidence performing on an instrument</li> <li>• Learning to play and sing '<b>We Will Rock You</b>' by Queen with Em open chord, C and G chord</li> <li>• Looking at a 12 bar blues progression and learning where the chords sit in the sequence</li> <li>• Key Terms: <b>Strumming, Unison,</b></li> </ul> |
| <p><b>Lesson 2 -</b></p>                                                                                                            | <ul style="list-style-type: none"> <li>• Defining and understanding the terms rhythm and pulse</li> <li>• Musical games working as an ensemble and introducing the cajon to support rhythm and time keeping with a visual aid</li> <li>• Knowledge from previous lesson, can we apply these terms to the bass line and chord sequence in the Blues?</li> <li>• Learning G, C, D chords on the guitar</li> <li>• Rehearse in groups the 12 bar blues structure with 4 beats per bar, and perform</li> <li>• Key Terms: <b>Rhythm, Chord Sequence, Primary Chords, Pulse</b></li> </ul>                                  |
| <p><b>Lesson 3 -</b></p>                                                                                                            | <ul style="list-style-type: none"> <li>• Recap of the terms pulse and rhythm</li> <li>• Listening to three contrasting types of chart music to identify the pulse and rhythm</li> <li>• Applying the term unison and starting to develop skills working as an ensemble</li> <li>• Introducing the idea of 'Chocolate Music'</li> <li>• Composing their own musical rhythms applying the 'Chocolate Music' method</li> <li>• Key Terms: <b>Rhythm, Pulse, Unison, Notation, Composing, Chord Progression</b></li> </ul>                                                                                                 |

| Number of Lesson and Main Title | Outline of Lesson Content and Key Words                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Lesson 4 -                      | <ul style="list-style-type: none"> <li>Working out the rhythms of four notated phrases in small groups using the 'Chocolate Music' method</li> <li>Learning how to work as a group (band) using visual and touch skills</li> <li>Picking one notated rhythm and performing cooperatively with a partner using a guitar chord of their choice</li> <li>Splitting into two groups and learning the term texture and demonstrating the pulse and rhythm with the guitar, cajon, and body percussion</li> <li>Key Terms: <b>Ensemble, Texture</b></li> </ul>                                                                                                                                                                                         |
| Lesson 5 -                      | <ul style="list-style-type: none"> <li>Performing notated rhythms without the 'Chocolate Music' prompts and relying on memory and understanding</li> <li>Working with a partner in composing a rhythm using 1 guitar chord and up to three chocolate rhythms, and getting the class to guess what they chose</li> <li>Performing a 12 bar blues as an ensemble using the three primary chords G,C, D working on tempo and timekeeping</li> <li>Introducing the chord Em with a performance with 'Shotgun' by George Ezra</li> <li>Key Terms: <b>Primary Chords, Chord Progression</b></li> </ul>                                                                                                                                                 |
| Lesson 6 -                      | <ul style="list-style-type: none"> <li>Working on understanding the term Texture with YouTube videos showing three famous Blues performances</li> <li>Working with a partner in writing out the instruments they see and asking how the instruments could change the emotion of feel of the piece with the terms Pitch and Melody</li> <li>Working through there terms dynamics and tempo and understanding how they might change the feel of the music</li> <li>Playing through 'Shotgun' using the four chords G, C, D, Em, as a unison ensemble</li> <li>Key Terms: <b>Pitch, Melody</b></li> </ul>                                                                                                                                           |
| Lesson 7 -                      | <ul style="list-style-type: none"> <li>Memory game to see if they can remember what chords they've learnt and what instruments they spotted in the previous lesson - need white boards</li> <li>Recap of the 12 bar blues and the Primary Chords and rehearsing the structure in small groups</li> <li>Using them to compose their own song using all three chords</li> <li>Introducing the term Chord Sequence and relating it to the progression in 'Shotgun'</li> <li>Demonstrating a root note bass line with the higher ability students having the choice of including it to their composed chord progressions; relate it to Texture</li> <li>Key Terms: <b>Primary Chords, Composing, Chord Sequence, Root Notes Bass line</b></li> </ul> |

| Number of Lesson and Main Title | Outline of Lesson Content and Key Words                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Lesson 8 -</b>               | <ul style="list-style-type: none"> <li>• Continuation of the root note bass line over a G Major 12 bar blues progression</li> <li>• Improvising with a selection of pre-written riffs in G Major pentatonic scale</li> <li>• Introducing the DR PITTS method for terminology reference</li> <li>• Working through the chords and rhythm for 'Shotgun' by George Ezra</li> <li>• Key Terms: <b>Root Notes, Bass Line, Improvising, Pentatonic Scale, DR PITTS</b></li> </ul>                               |
| <b>Lesson 9 -</b>               | <ul style="list-style-type: none"> <li>• Continuation of improvised lines using pre-written motifs in G Major</li> <li>• Bass Lines over the 12 bar blues</li> <li>• Demonstrating the chords from 'Wonderwall' by Oasis in G Major, and performing as a group</li> <li>• Higher ability students can add a solo and bass line</li> <li>• Key Terms: <b>Root Notes, Bass Line, Pentatonic Scale, DR PITTS</b></li> </ul>                                                                                  |
| <b>Lesson 10 -</b>              | <ul style="list-style-type: none"> <li>• Chocolate music game with rows of three (tapping on the backs on students)</li> <li>• Learning about the Pentatonic Scale</li> <li>• Composing their own melodies using the pentatonic scale</li> <li>• Using the phrase Dr Pitts to remember musical foundation terms</li> <li>• Key Terms: <b>Improvising, Pentatonic Scale, Dr Pitts, Chocolate Music Rhythms</b></li> </ul>                                                                                  |
| <b>Lesson 11 -</b>              | <ul style="list-style-type: none"> <li>• Chocolate Music: Mars Bar Ice Cream, Mars Bar, Fudge, Kit Kat, Chomp</li> <li>• Learning about accompanist and soloist</li> <li>• Improvising an accompanying part using the 'Chocolate Music' concept</li> <li>• Revision of the root note bass line with the addition of passing notes</li> <li>• Can we describe the note values using chocolate bar terms correctly?</li> <li>• Key Terms: <b>Soloist, Accompanist, Note Values, Passing Note</b></li> </ul> |
| <b>Lesson 12 -</b>              | <ul style="list-style-type: none"> <li>• African American Music and its connection to todays popular music</li> <li>• Is there any similarities in todays popular music?</li> <li>• Chord progressions of 'Shotgun' by George Ezra, 'Someone You Loved' Lewis Capaldi, 'Livin On A Prayer' by Bon Jovi, 'Yellow' by Coldplay</li> </ul>                                                                                                                                                                   |