

# Holy Family Catholic School – Humanities & Creative Arts

Music

Autumn Half Term 1

Year 9

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Red Zone
<b>Lesson 1 Week 1</b>  To learn the music theory behind the 12-bar blues pattern	Scale Degrees of the scale Primary chords I, IV, V 12 bar blues Chords Root 3 <sup>rd</sup> (third) 5 <sup>th</sup> (fifth) Block chord Bar 4 beats per bar	To understand more about chords within the 12-bar blues pattern	What is a chord? (Either on keyboard or ukulele/guitar)	You can play a scale and identify the different degrees of the scale. You know that primary chords are based on the 1 <sup>st</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> degrees of the scale. You can form the correct shape to play a root position chord (C, F & G chords)	<u>Red Chat:</u> How do the numbered fingers on your right hand, match up with the labelled version of the keyboard? Students consider this question and discuss in pairs.  <u>Red Zone:</u> Students complete a series of tasks which range from playing a simple scale, to playing the primary chords needed to play the 12-bar blues pattern.
<b>Lesson 2 Week 2</b>  To understand more about the origin of blues music and learn the right-hand part, (chords) of the 12-bar blues	Primary chords Chord (root, 3 <sup>rd</sup> , 5 <sup>th</sup> ) I, IV, V 12 bar blues Block chord Broken chord Bar 4 beats per bar	Where does the ‘Blues’ style come from?  Playing chords in the right hand.	What does the term 12 bar blues refer to?  What type of chord does the 12-bar blues pattern use?  What is meant by the term ‘block chord’?	You can explain the basics about the origins of blues music and have started to attempt the right-hand part. (chords)	<u>Red Chat:</u> Students to discuss what life might have been like for the people who were sold as slaves, and how this might have made them feel. Aim is to get the class to understand that slave would be feeling varying degree of sadness and ‘the blues’ comes from work songs that are influenced by this.  <u>Red Zone:</u> Students will rehearse playing the 12-bar blues pattern of the chords in the right hand. Aiming for accuracy of notes and order they are played.
<b>Lesson 3 Week 3</b>  To learn the walking bassline of the 12-bar blues with your left hand	Primary Chords I, IV, V Walking Bassline	Playing with the left hand – hand position and fingering patterns	Where did blues music come from?  What is meant by the term ‘broken chord’?	You can play some of the walking bassline for the 12-bar blues pattern. You may be able to play it all by the end of the lesson or might still be working towards it.	<u>Red Chat:</u> To re-cap how the fingers are numbered when playing the piano/keyboard. Think-pair-share activity to establish understanding, before sharing the fingering pattern for the walking bassline.  <u>Red Zone:</u> Students will rehearse playing the walking bassline, with the correct technique. Some will move on to combining the bassline with the chords from previous lesson.
<b>Lesson 4 Week 4</b>  To attempt combining the right & left-hand parts of the 12-bar blues on keyboard	Primary Chords I, IV, V Walking Bassline Block chord Broken chord	Timing when putting two parts together  Beats of the bar aligning	What are Primary chords?  Can you describe or play a walking bassline?	You can play both parts (Chords and bassline) separately and you are attempting and working towards playing both together to complete the 12-bar blues pattern.	<u>Red Chat:</u> Image shared highlighting the way that beats in the bar align between right and left hand. Students asked to look at this and consider what it is showing. If needed, teacher will break this down and demo it for the class.  <u>Red Zone:</u> Students rehearse combining the right- and left-hand parts of the 12-bar blues as it has been taught.

Holy Family Catholic School – Humanities & Creative Arts

Music

Autumn Half Term 1

Year 9

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Red Zone
<b>Lesson 5 Week 5</b> To rehearse playing the 12-bar blues (left and right hand) on the keyboard without errors	Co-ordination Timing Block chord Broken chord Primary Chords I, IV, V Beat Bar Time Signature Chords Walking Bassline	Co-ordination of 2 parts  Timing  How beats in the bar align	How many beats are in the bar with a time signature of 4/4?	You can play both parts (Chords and bassline) separately and you are attempting and working towards playing both together to complete the 12-bar blues pattern without errors.	<u>Red Chat:</u> Students are asked to explain how to combine the right- and left-hand parts of the 12-bar blues from the previous lesson. This will help the teacher identify misconceptions before the main part of the lesson.  <u>Red Zone:</u> Students rehearse combining the right- and left-hand parts of the 12-bar blues as it has been taught.
<b>Lesson 6 Week 6</b> To work on and improve your ensemble skills	Co-ordination Timing Block chord Broken chord Primary Chords I, IV, V Beat bar Melody	Improving ensemble skills	What part is played by the right hand?  What part is played by the left hand?	You are able to play the entire 12 bar blues pattern (There may be differing levels of ability here) and you are working on improving the timing and co-ordination of this.	<u>Red Chat:</u> Students watch 2 different examples of ensemble (group) performances. They discuss ways that the group ensure their timing is accurate.  <u>Red Zone:</u> Students focus on working with 1 other student and putting together the walking bassline and chords of the 12-bar blues.
<b>Lesson 7 Week 7</b> To prepare for your assessed performance using effective rehearsal techniques	Co-ordination Timing Block chord Broken chord Primary Chords I, IV, V Beat bar Melody Rehearsal	Preparing a performance for assessment	What are ensemble skills	You have prepared a performance of the 12-bar blues on keyboard. (This may be to various standard depending on ability)	<u>Red Chat:</u> Share the success criteria with the class for discussion about what it means and what should be produced for the assessed performance.  <u>Red Zone:</u> Students rehearse ready for their assessed performance next lesson.
<b>Lesson 8 Week 8</b> To complete your assessed performance	Co-ordination Timing Block chord Broken chord Primary Chords I, IV, V Beat bar	Performing for Assessment	Should you change things in your performance today, or continue to play it as you have been rehearsing?	You have performed the version of the 12-bar blues that you have been preparing.	<u>Red Chat:</u> Share the success criteria with the class for discussion about what it means and what should be produced for the assessed performance.  <u>Red Zone:</u> Students complete their assessed performance.

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Red Zone
	Melody Assessment Performance				