

# MUSIC- YEAR 8 – Terms 1 and 2 – Chords, Blues and 12 Bar Blues

**Music - Year 8 - Terms 1 and 2 - The Blues and Rock 'n' Roll.** Students will look to develop their knowledge of The Blues and how it influenced Rock n Roll. They will develop their understanding of the historical context of both Blues and Rock n Roll. Students will learn the main musical characteristics of Blues: 12 Bar blues, Walking bass and Riffs and how they are used in rock n Roll. Students will learn what a chord is and how to play it. They will learn to play 12 Bar blues and Walking bass both in C major. They will attempt to play the two together (either in pairs or individually (Left/Right hand). They will develop an understanding of Tonality (Major/Minor) The Elements of Music will be further developed within a Blues/Rock n roll listening tasks.

<u>UNIT INTENT</u>	<u>Lesson Intent</u>	<u>Vocabulary – Daily Retrieval/Teach for memory</u>	<u>Activities/Assessment (to including the metacognitive/learning verb</u>	<u>Homework/ Literacy Map</u>
<p><b><u>Knowledge Goal</u></b> Develop understanding of Tonality, Chords. History and context of Blues.</p> <ol style="list-style-type: none"> <li>1) To understand subject specific language and be able to spell it correctly.</li> <li>2) Use musical language in a listening task appropriately.</li> <li>3) To develop their understanding of the impact of the Slave trade on the development of Blues.</li> <li>4) To have a clear understanding of how chords are constructed.</li> </ol>	<p><b><u>Feeds on from...</u></b> The purpose of this unit is to develop an understanding of context within a style of Music: The Blues. Students will learn how this music is constructed lesson by lesson. They will have developed their keyboard skills throughout Year 7 and some students will be able to play with two hands. We are looking to build upon that and show them how to construct Chords within a traditional Blues structure (12 bar blues).</p> <p>Students will develop their listening skills further and use the Elements of Music learned from Year 7, in a Blues listening context.</p> <p><b><u>Feeds forward to...</u></b> Students will learn to play these 3 chords within a 12-bar blues structure next week.</p>	<p><b><u>NEW</u></b> CHORDS TONALITY MAJOR MINOR KEY 12 BAR BLUES</p> <p><b><u>RETRIEVE FROM YEAR 7</u></b> DYNAMICS RHYTHM TEXTURE DYNAMICS INSTRUMENT(ATION) TEXTURE</p>	<p><b><u>Starter activity:</u></b> Brief video on the history of blues with worksheet to complete and focus learning whilst watching. Re-enforcing Elements of Music language</p> <p>To introduce Blues and its history (with worksheet) <a href="https://www.youtube.com/watch?v=vnaorRAXhmU">https://www.youtube.com/watch?v=vnaorRAXhmU</a></p> <p><b><u>Main Lesson:</u></b> Explanation of how chords are created. Modelling of the chords C, F and G.</p> <p>Play hound Dog</p> <p>Students directed to 'Hound Dog' e-book with all activities and video demonstrations.</p> <p>Students to practice new chords.</p> <p><b><u>Final Activity:</u></b> Explanation of Hexagon Self Evaluation. Look, Say, Cover: Spelling activity.</p>	<p><b>Revise key vocabulary for quiz/ listening task.</b></p>

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	<p>Develop self-assessment skills</p> <p><b>Feeds forward to the BTEC</b> Developing their performance skills for Unit 4 (Composition) particularly with the introduction of chords and structure and Unit 5 (Performance).</p>			
<p><b>Knowledge Goal</b> Develop understanding of 12 bar blues. History and context of Blues on Rock n Roll.</p> <ol style="list-style-type: none"> <li>1) To understand subject specific language and be able to spell it correctly.</li> <li>2) Use musical language in a listening task appropriately.</li> <li>3) To develop their understanding of the impact of the Slave trade on the development of Blues.</li> <li>4) To have a clear understanding of the differences between ‘City’ and ‘Country’ blues</li> <li>5) To have a clear understanding of how chords are constructed.</li> <li>6) To have a clear understanding of what Tonality (Major/Minor) is.</li> </ol>	<p><b>Feeds on from...</b> Develop contextual information learned in Lesson 1 and introduce ‘Country’ and ‘City’ Blues. Discover the musical characteristics that differentiate the two. Develop their understanding of appropriate language used last lesson within a listening task. Embed use of ‘Elements of Music’ language used throughout Year 7 in a different context: The Blues.</p> <p><b>Feeds forward to...</b> To use the 3 chords learned last lesson and learn how to play the <b>12-bar blues</b> fluently. This will be used in their final Hound dog performance in Week 6.</p> <p>Students will be encouraged to build on their ‘Independent learning and practice’ skills developed in Year 7.</p> <p><b>Feeds forward to the BTEC</b> Developing their performance skills for Unit 4 (Composition) particularly</p>	<p>CHORDS TONALITY MAJOR MINOR KEY COUNTRY BLUES CITY BLUES 12 BAR BLUES CHORDS I,IV,V STRUCTURE CITY BLUES COUNTRY BLUES</p> <p><b>RETRIEVE FROM YEAR 7</b> DYNAMICS RHYTHM TEXTURE DYNAMICS INSTRUMENT(ATION) TEXTURE</p>	<p>Recap: Tonality, Chords.</p> <p><b>Starter activity:</b> History of rock n Roll part one (with worksheet) <a href="https://www.youtube.com/watch?v=UiOxEBMQ3A">https://www.youtube.com/watch?v=UiOxEBMQ3A</a></p> <p><b>Main Lesson:</b> Introduction of 12 bar blues. Students to work on learning to play the 12-bar blues.</p> <p>Modelling:</p> <ul style="list-style-type: none"> <li>• Teacher demonstration.</li> <li>• Students to be directed to the ‘Hound dog e-book’ with audio and video demonstrations to develop independence and resilience</li> </ul> <p><b>Final Activity:</b> Look, Say, Cover: Spelling activity. Self-Evaluation Blues hexagon</p>	<p><b>Revise key vocabulary for quiz/ listening task.</b></p>

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<p>7) To develop their keyboard skills playing Chords I, IV, V and 12 bar blues.</p>	<p>with the introduction of chords and structure and Unit 5 (Performance).</p>			
<p><b>Knowledge Goal</b> Develop understanding of Walking Bass and history and context of Rock n Roll.</p> <ol style="list-style-type: none"> <li>1) To understand subject specific language and be able to spell it correctly.</li> <li>2) Use musical language in a listening task appropriately.</li> <li>3) To develop their understanding of the impact of the Slave trade on the development of Blues.</li> <li>4) To have a clear understanding of the differences between ‘City’ and ‘Country’ blues</li> <li>5) To have a clear understanding of how chords are constructed.</li> <li>6) To have a clear understanding of what Tonality Major/Minor is.</li> </ol>	<p><b>Feeds on from...</b> To ‘establish’ their understanding of appropriate Blues language used last lesson within a listening task. To develop performance of <b>12 bar blues</b> skills further. Students need to be able to play this chord sequence fluently. Those that are able will be introduce to the next Blues musical characteristic: the ‘<b>Walking Bass</b>’.</p> <p>Embed use of ‘<b>Elements of Music</b>’ language used throughout Year 7.</p> <p><b>Feeds forward to...</b> Students who have learned both the <b>Walking Bass</b> and <b>12 bar Blues</b> will be using both these musical features within their group performance of ‘Hound Dog’ in Weeks 5 and 6.</p> <p>Students will be encouraged to build further on their ‘Independent learning and practice’ skills developed in Year 7</p> <p><b>Feeds forward to the BTEC</b></p>	<p><b>NEW</b> CHORDS TONALITY MAJOR MINOR COUNTRY BLUES CITY BLUES 12 BAR BLUES WALKING BASS LYRICS CHORDS I,IV,V STRUCTURE</p> <p><b>RETRIEVE FROM</b> <b>YEAR 7</b> DYNAMICS RHYTHM TEXTURE DYNAMICS INSTRUMENT(ATION) TEXTURE</p>	<p>Recap: Elements of music and 12 bar blues</p> <p><b>Starter activity:</b> History of blues part 2 (with worksheet) <a href="https://www.youtube.com/watch?v=SGweckD5cmY">https://www.youtube.com/watch?v=SGweckD5cmY</a></p> <p><b>Main Lesson:</b> Students work on 12 bar blues. Teacher to go round giving verbal feedback and guidance. Students encourage to use ebook : Hound dog to develop independence and resilience.</p> <p><b>Extension activity:</b> Walking bass</p> <p><b>Final Activity:</b> Look, Say, Cover: Spelling activity Self-Evaluation hexagon</p>	<p><b>Revise key vocabulary for quiz/ listening task.</b></p>

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<p>7) To develop their keyboard skills playing Chords I, IV, V and 12 bar blues.</p> <p>8) Extension Task: To learn what a Walking bass is and play one in the key of C major.</p>	<p>Developing their performance skills for Units 4 (Composition) particularly with the introduction of chords and structure and Unit 5 (Performance)</p>			
<p><b>Knowledge Goal</b> Develop understanding of Improvisation and Pentatonic Scale.</p> <ol style="list-style-type: none"> <li>To understand subject specific language and be able to spell it correctly.</li> <li>Use musical language in a listening task appropriately.</li> <li>To develop their understanding of the impact of the Slave trade on the development of Blues.</li> <li>To have a clear understanding of the differences between 'City' and 'Country' blues</li> <li>To have a clear understanding of how chords are constructed.</li> </ol>	<p><b>Feeds on from...</b> Students to work on the fluency of their <b>12 Bar Blues</b> and <b>walking bass</b> parts. Students able to play these two parts fluently will be introduced to a new skill: '<b>improvising</b>' using the <b>Blues pentatonic</b> scale. They will practice improvising with their partner over the 12 Bar Blues. Able students will work on playing the left-hand part walking bass to the chords (Right hand) to those able students. This will build on the keyboard skills developed</p> <p><b>Feeds forward to...</b> Students who have learned both the walking bass, 12 bar structure, vocals and improvisation will be using all these musical features within their smaller group performance of 'Hound Dog' in Weeks 5 and 6.</p>	<p><b>NEW</b> CHORDS TONALITY MAJOR MINOR COUNTRY BLUES CITY BLUES 12 BAR BLUES WALKING BASS LYRICS CHORDS I,IV,V STRUCTURE IMPROVISING BLUES PENTATONIC</p> <p><b>RETRIEVE FROM</b> <b>YEAR 7</b> DYNAMICS RHYTHM TEXTURE DYNAMICS INSTRUMENT(ATION) TEXTURE</p>	<p>Recap: 12 bar blues and Walking bass</p> <p><b>Starter activity:</b> Blues Listening Activity (Hound dog) using 'Elements of Music' key words <a href="https://www.youtube.com/watch?v=IzQ8GDBA8Is">https://www.youtube.com/watch?v=IzQ8GDBA8Is</a></p> <p><b>Main Lesson:</b> Students continue to work on 12 bar blues. Students ready to be assessed will be and then given Further Extension activity.</p> <p><b>Final Activity:</b> Play Hound Dog, learn and sing as a class. Self-Evaluation hexagon</p>	<p><b>Revise key vocabulary for quiz/ listening task.</b></p>

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<p>6) To have a clear understanding of what Tonality Major/Minor is.</p> <p>7) To develop their keyboard skills playing Chords I, IV, V and 12 bar blues.</p> <p>8) Extension Task: To learn what a Walking bass is and play one in the key of C major.</p> <p>9) Extension Task: To put chords in the right hand and Walking bass in the left hand and play at the same time.</p>	<p>Students to listen to Hound Dog, apply aural analysis skills to inform their performance task next week and be able to prepare for it.</p> <p>Develop further understanding of appropriate language in the <u>listening</u> context.</p> <p>Develop the students' ability to self-assess and act on feedback.</p> <p>To embed 'Independent learning' skills.</p> <p><b>Feeds forward to the BTEC</b> Developing their performance skills for Unit 4 (Composition) particularly with the introduction of chords and structure and Unit 5 (Performance).</p>			
<p><b>Knowledge Goal</b> Develop understanding of a Riff.</p> <p>1) To understand subject specific language and be able to spell it correctly.</p> <p>2) Use musical language in a listening task appropriately.</p> <p>3) To develop their understanding of the</p>	<p><b>Feeds on from...</b> Students to use all of the new musical characteristics learned in weeks 1-4: 12 Bar Blues, walking bass line, vocals and improvising and implement them into their small groups (4-6 students) performance next week of Hound Dog.</p> <p><b>Feeds forward to...</b> Students will use group skills developed at the end of Year 7 to</p>	<p>CHORDS TONALITY MAJOR MINOR COUNTRY BLUES CITY BLUES 12 BAR BLUES WALKING BASS LYRICS CHORDS I,IV,V STRUCTURE CALL AND RESPONSE IMPROVISING</p>	<p>Recap: 12 bar blues, Walking bass, Improvisation and Pentatonic Scale, elements of Music.</p> <p><b>Starter activity:</b> Look, Say, Cover: Spelling activity</p> <p><b>Main Lesson:</b> Students to work in groups to put together 12 bar blues, walking bass and Hound dog melody ready to be performed next lesson.</p> <p><b>Final Activity:</b> Play Hound dog and sing as a class.</p>	<p><b>Revise key vocabulary for quiz/ listening task.</b></p>

# MUSIC- YEAR 8 – Terms 1 and 2 – Chords, Blues and 12 Bar Blues

<p>impact of the Slave trade on the development of Blues.</p> <p>4) To have a clear understanding of the differences between ‘City’ and ‘Country’ blues</p> <p>5) To have a clear understanding of how chords are constructed.</p> <p>6) To have a clear understanding of what Tonality Major/Minor is.</p> <p>7) To develop their keyboard skills playing Chords I, IV, V and 12 bar blues.</p> <p>8) To do a group performance of hound Dog with 12 bar Blues, walking bass and singing</p> <p>9) Extension Task: To learn what a Walking bass is and play one in the key of C major.</p> <p>10) Extension Task: To put chords in the right hand and Walking bass in the left hand and play at the same time.</p>	<p>ensure that their performance of Hound Dog includes all of those characteristics: walking bass, 12 Bar Blues, vocals and improvisation. Students should consider the importance of <b>Tempo, rhythm, pitch and Dynamics</b> within their group performance. They are to use their self-assessment skills to actively appraise their group’s performance so that it can be of the highest standard.</p> <p><b><u>Feeds forward to the BTEC</u></b> Developing their performance skills for Unit 4 (Composition) particularly with the introduction of chords and structure and Unit 5 (Performance).</p>	<p>BLUES PENTATONIC</p> <p><b><u>RETRIEVE FROM</u></b> <b><u>YEAR 7</u></b> DYNAMICS RHYTHM TEXTURE DYNAMICS INSTRUMENT(ATION) TEXTURE</p>	<p>Self-Evaluation hexagon</p>	
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<p><b><u>Knowledge Goal</u></b> To prepare for a final performance</p> <ol style="list-style-type: none"> <li>1) To understand subject specific language and be able to spell it correctly.</li> <li>2) Use musical language in a listening task appropriately.</li> <li>3) To develop their understanding of the impact of the Slave trade on the development of Blues.</li> <li>4) To have a clear understanding of the differences between ‘City’ and ‘Country’ blues</li> <li>5) To have a clear understanding of how chords are constructed.</li> <li>6) To have a clear understanding of what Tonality Major/Minor is.</li> <li>7) To develop their keyboard skills playing Chords I, IV, V and 12 bar blues.</li> <li>8) To do a group performance of hound Dog with 12 bar Blues, walking bass and singing</li> <li>9) Extension Task: To learn what a Walking bass is and play one in the key of C major.</li> </ol>	<p><b><u>Feeds on from...</u></b> To develop students’ collaborative skills working in groups for final performance of Hound dog to be teacher assessed. They must ensure that their performance of ‘Hound Dog’ contains at least two of the following elements: 12 Bar Blues, walking bass, improvisation and Melody (Vocals).</p> <p>The more able must aspire to at least 3 or 4 elements.</p> <p>Students to Peer assess each performance.</p> <p><b><u>Feeds forward to...</u></b> This will feed into their next unit which will also require them to collaborate in groups to perform, compose and make use of the Elements of Music in their music making but in a different ‘context’.</p> <p><b><u>Feeds forward to the BTEC</u></b> Developing their performance skills for Unit 4 (Composition) particularly with the introduction of chords and structure and Unit 5 (Performance).</p>	<p>CHORDS TONALITY MAJOR MINOR COUNTRY BLUES CITY BLUES 12 BAR BLUES WALKING BASS LYRICS CHORDS I,IV,V STRUCTURE CALL AND RESPONSE IMPROVISING BLUES PENTATONIC</p> <p><b><u>RETRIEVE FROM YEAR 7</u></b> DYNAMICS RHYTHM TEXTURE DYNAMICS INSTRUMENT(ATION) TEXTURE</p>	<p>Recap: 12 bar blues, Walking bass, Riff, Improvisation and Pentatonic Scale, elements of Music.</p> <p><b><u>Starter activity:</u></b> Look, Say, Cover: Spelling activity</p> <p><b><u>Main Lesson:</u></b> They will have 20-30 minutes to rehearse.</p> <p>Final group performance of ‘Hound dog’ to be teacher and peer assessed.</p> <p><b><u>Final Activity:</u></b> Self-evaluation Activity</p>	<p><b>Revise key vocabulary for quiz/ listening task.</b></p>
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<p>10) Extension Task: To put chords in the right hand and Walking bass in the left hand and play at the same time.</p>				
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