

Meden School Curriculum Planning							
Subject	Music	Year Group	8	Sequence No.	3	Topic	Blues

Retrieval	Core Knowledge	Student Thinking
What do teachers need <b>retrieve</b> from students before they start teaching <b>new content</b> ?	What <b>specific ambitious knowledge</b> do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to <b>development of our students thinking, encouraging them to see the inequalities around them</b> and 'do something about them!'
<p>What does Blues music sound like?            Why is the Blues so important?            What is the 12 bar blues?            What is a walking bass line?            What is improvisation?            How can I play a Blues piece with chords and improvisation?            How does Blues link to Rock 'n' Roll?</p>	<p><b>This unit looks at the origins of blues music and its links to the wider world. It emphasises the use of music to help emotionally in life. Pupils will be shown how music has helped African slaves through a dark part of their history.</b></p> <p><b><u>Theory Knowledge – all students are taught knowledge of music theory</u></b>  <b>12 Bar Blues:</b> A chord sequence commonly used in blues music that lasts for 12 bars.  <b>Chord Sequence:</b> A pattern of chords that is repeated for a section or complete song.  <b>Vocal harmonies:</b> 2 or more notes that are sung at the same time. Layering voices on top of each other.  <b>Accompaniment:</b> What the instruments underneath the tune are playing.  <b>Rhythmic Accompaniment:</b> How the accompaniment is played, what different rhythms are played by the accompaniment.  <b>Improvisation:</b> Making up music on the spot.  <b>Blues Scale:</b> A pattern of notes unique to the blues.</p>	<p>Listen to the following pieces and analyse:</p> <ul style="list-style-type: none"> <li>• Bessie Smith – St Louis Blues. What are the lyrics about? Singing about feelings, expressing yourself through music.</li> <li>• Blind Blake – Early this morning. Tackling disabilities.</li> <li>• Louis Armstrong – what a wonderful world.</li> <li>• Robert Johnson – Me and devil blues.</li> <li>• Nina Simone – Feeling good, Volvo TV Advert</li> <li>• Scott Joplin – The Entertainer</li> <li>• White Stripes – Ball and Biscuit</li> <li>• Southern Prison Blues, Railroad Gandy Dancers</li> </ul>

	<p><b>Question and Answer:</b> One instrument plays and other instruments reply, just like in speech in can contain parts of the question in the answer but doesn't necessarily have to.</p> <p><b>Swung beat / straight beat:</b> A straight beat is played evenly spaced, a swung beat is more similar to a dotted quaver and a semiquaver.</p> <p><b>Structure – AAB:</b> Commonly used in Blues music. Section A, a short melody, will be repeated once and followed by a second different melody.</p> <p><b>Riff:</b> A short repeated pattern of notes.</p> <p><b>Syncopation:</b> Playing off the beat. Playing on the in between beats.</p> <p><b>Seventh Chord:</b> Adding the flattened seventh note into chords. Count from the start e.g. C7th chord would have C note 1, E note 3, G note 5 and Bb note 7.</p> <p><b><u>Lesson Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Pupils understand knowledge of the <b>12 bar blues chord sequence</b> and develop their practical ability on guitar and piano.</li> <li>• Pupils understand knowledge of playing as a class band, developing their understanding of keeping in time with each other and their whole class responsibility.</li> <li>• Pupils understand knowledge of <b>improvising</b> on both piano and guitar whilst using the <b>Blues Scale</b>.</li> <li>• Pupils understand knowledge of how <b>Rock 'n' Roll</b> took inspiration from the Blues.</li> <li>• Pupils understand knowledge of playing <b>syncopated</b> rhythms and melodies using a <b>swung</b> rhythm.</li> <li>• Pupils understand knowledge of a <b>walking bass line</b> and how to match this with chords.</li> </ul>	<p>Look at the slave trade and how that shaped the development of Blues music.</p> <p>Work songs &amp; Plantations, camaraderie links to coal mines &amp; brass band &amp; Meden.</p> <p>How to cope with hardship / adversity.</p>
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