

KESTEVEN AND SLEAFORD HIGH SCHOOL

Music Scheme of Learning

Year 9 Term One – Blues Music

Intent – Rationale

Students are developing an understanding of Blues Music and the key characteristics of the style. They are identifying the reasons that the Music sounds as it does and exploring how Blues Music developed. Students should be able to talk about the conditions of the slaves and what happened to them.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>African Music, term 1 year 8 - students have identified the key characteristics of African Music in this topic, which will cross over in to Blues.</p> <p>Folk Music, year 8 – students looked at British Folk Music and should be able to recall key characteristics of the style</p>	<ul style="list-style-type: none"> • Year 9 Jazz and Samba Music – Syncopation, amplified instruments, key characteristics.
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> • Term 1 – year 9 -History Topic on Slavery 	<ul style="list-style-type: none"> • SP, SO, M • 4 • A, b, d, e,f, g,h,l

KESTEVEN AND SLEAFORD HIGH SCHOOL

What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
FROM THE LIBRARY <i>BBC Music Magazine</i> <i>Empire Magazine</i> <i>Blues-781.6</i>	<ul style="list-style-type: none">• Rhythmic Values – counting and adding

Music Scheme of Learning

Year 8 – Term 1

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

- To recall the key characteristics of Blues Music
- To recall the meaning behind Blues Music and its' origins
- To know how Blues music developed

Apply

- To be able to listen to a piece of Blues Music and comment on the characteristics that are typical of Blues Music
- To be able to perform some of the typical features of Blues music on the keyboard

Extend

- To be able to listen to a piece of Blues Music and comment on the specific musical attributes on the piece
- To compare the Blues style to other genres
- To be able to perform the typical features of Blues music using 2 hands on keyboard

KESTEVEN AND SLEAFORD HIGH SCHOOL

What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none">• Syncopation• Rhythm• Woe• Amplified• Walking Bass• Chords• 12 Bar blues• Off Beat• Ensemble	<ul style="list-style-type: none">• Listening test for students on recognising the key characteristics of the style and offering short analysis using key terminology, lesson 3• Performance assessment, lesson 6, to assess students' ability to perform a piece of Blues Music

KESTEVEN AND SLEAFORD HIGH SCHOOL

Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
1	Can I identify the historical reasons that Blues music sounds the way it does? Can I improvise using a few notes from the Blues Scale?	Can I listen to a piece of Blues music and describe its sound in relation to events in history? Can I improvise using the Blues Scale?	Powerpoint
2	Can I recall the characteristics of Blues Music through listening to the style?	Can I comment on a piece of Blues Music using musical terminology without prompting?	Powerpoint
3	Can I perform the 12 bar blues as an ensemble?	Can I perform the 12 bar blues and the walking bass ?	Powerpoint
4	Can I demonstrate effective rehearsal technique?	Can I assist others in improving their performance?	Powerpoint
5	Can I perform with someone else, keeping in time with them?	Can I perform multiple parts ensuring that my timing is accurate?	Powerpoint
6	Can I perform some of the typical features of Blues Music?	Can I perform using the typical features of Blues Music, demonstrating them with musicality?	Powerpoint