PRESHIL
THE MARGARET LYTTLE MEMORIAL SCHOOL

YEAR 9

Unit Statement: Communication and expression of inequality is vital in creating an inclusive society.

Key Concept – Communication

Related Concepts – Expression
Global Concept – Fairness and Development – inequality, difference and inclusion
Learner Profile: Principled
Musical Element: Structure, Melody, Harmony

Unit Questions

Factual— What is Blues music?

Conceptual—How can music communicate social inequality?

Debatable— Is the only way to truly understand another person's experience of inequality to walk in their shoes?

Assessment Task 1

Part 1: Presentation Task

Research one type of blues music and present your findings to the class. You will need to include a summary of characteristics, types of instruments, textures, use of harmony, social context, political context of the area of origin and an example of the music.

I. The Historical Context of this blues style – where did it come from?, when?, how?, why?, for whom was this music important?, when was it performed?
II. Musical Examples – make sure you include a link to a YouTube example of your music.

III. Elements of Music to consider:

- Dynamics – how has volume been used in this music ?
- Pitch – How is pitch employed in this music? Is there a tonal system? What is it?
- Melody – How is melody used? Is it important to the style? Does it use themes? What effect does this have? Does the pitch range impact the melody? How?
- Harmony – How is harmony used in this style? Is this music composed in major or minor keys or both? What sorts of chord progressions are used? Are there dissonant or consonant harmonies? How do they influence the overall sound?
- Rhythm – How is rhythm used? Is the rhythm complicated? Does it include syncopation, polyrhythms or cross rhythms?
- Tempo – How would you describe the typical types of speed used? Does it change? What impact does this have?
- Meter/Beat – Is the meter/beat simple, like 4/4, or is it compound, like 6/8? Does it use complex meters like 5/8, 7/8? Does the meter change? Is the beat driving, held back, on the back of the beat, irregular, accelerating, etc? What effect does this have?
- Tone Colour/Instrumentation – How would you describe the tone colour? Is this important to the style of music? Why? What instruments are used? Describe the sound of each instrument used and what affect this has on the overall sound? Does this music use a wide range of registers? (is the tessitura large?) What impact does range have, especially between instruments in the same music?
- Articulation – How is the sound produced on each instrument? What impact does this have on the overall sound?
- Texture – How is texture employed to create this music? Is it polyphonic, homophonic or monophonic? What impact does this have? Does it sound thick and complex or is it sparse and thin?
- Form – What sort of form is used? (binary, ternary, strophic, rondo, etc) How does the form influence the overall sound?

Part 2: Blues Dictionary

Take notes of all presentations and create your own blues dictionary with a summary of characteristics of each period. You can make a poster, booklet, prezi, mind map, glogster, etc.

Criterion A: Knowing and understanding

i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language

ii. demonstrate knowledge of the role of the art form in original or displaced contexts

iii. use acquired knowledge to inform their artwork.

Achievement level descriptor	Task specific clarifications
The student: i. demonstrates **limited** knowledge of the art form studied, including concepts, processes, and **limited** use of appropriate language ii. demonstrates **limited** knowledge of the role of the art form in original or displaced contexts iii. demonstrates **limited** use of acquired knowledge to inform his or her artwork.	• Very few musical elements and their use have been identified • Limited research and explanation of the context of music within the chosen style have been identified. • Limited use of musical language • Limited notes taken and limited information included in blues dictionary.
The student: i. demonstrates **adequate** knowledge of the art form studied, including concepts, processes, and **adequate** use of appropriate language ii. demonstrates **adequate** knowledge of the role of the art form in original or displaced contexts iii. demonstrates **adequate** use of acquired	• Adequate musical elements and their use have been identified • Adequate research and explanation of the context of music within the chosen style have been identified. • Adequate use of musical language • Adequate notes taken and adequate information included in blues dictionary.
The student: i. demonstrates **substantial** knowledge of the art form studied, including concepts, processes, and **substantial** use of appropriate language ii. demonstrates **substantial** knowledge of the role of the art form in original or displaced contexts iii. demonstrates **substantial** use of acquired knowledge to inform his or her artwork.	• Substantial musical elements and their use have been identified • Substantial research and explanation of the context of music within the chosen style have been identified. • Substantial use of musical language • Substantial notes taken and substantial information included in blues dictionary.
The student: The student: i. demonstrates **excellent** knowledge of the art form studied, including concepts, processes, and **excellent** use of appropriate language ii. demonstrates **excellent** knowledge of the role of the art form in original or displaced contexts iii. demonstrates **excellent** use of acquired knowledge to inform his or her artwork.	• Excellent musical elements and their use have been identified • Excellent research and explanation of the context of music within the chosen style have been identified. • Excellent use of musical language • Excellent notes taken and excellent information included in blues dictionary.

Due Date: Presentation Friday 11th Aug, Dictionary Friday 18th August

Assessment Task 2: Create

1. You have been asked to compose a blues song for a local blues festival. You must consider the key characteristics of blues and compose in this style.
2. You must notate your song.
3. You will either perform your song live or record the composition.
4. Peer Assessment – Give meaningful feedback to others in the class.

Evaluate

Task: In your journal answer the following questions.

Your Song

1. Do you feel that your composition represented the blues style?
2. What process did you use to compose your music? Did you make any changes? What were they and why?
3. What were the challenges you faced in composing your music?
4. What would you do differently next time?

Other's Song

1. Do you feel the music represented the blues style?
2. Musically what did you hear that really worked for you?
3. What would you suggest would improve this music?

The Process Journal: You are to keep your own record of your project throughout the process. Complete your Weebly and share this with the class and your teacher in the week of

Criterion C: Thinking Creatively

i. develop a feasible, clear, imaginative and coherent artistic intention
ii. demonstrate a range and depth of creative-thinking behaviors
iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

Achievement level descriptor	Task specific clarifications
The student: i. presents a **limited** outline of an artistic intention, which may lack clarity or feasibility ii. presents a **limited** outline of alternatives, perspectives, and imaginative solutions iii. demonstrates **limited** exploration of ideas through the developmental process, which may lack a point of realization.	• Limited evidence of planning to create music appropriate for the style. • Limited evidence of key characteristics of the style. • Limited exploration of musical possibilities.
The student: i. presents an **adequate** outline of a clear and/or feasible artistic intention ii. presents an **adequate** outline of	• Adequate evidence of planning to create music appropriate

alternatives, perspectives, and imaginative solutions iii. demonstrates **adequate** exploration of ideas through the developmental process to a point of realization.	for the style. • Adequate evidence of key characteristics of the style. • Adequate exploration of musical possibilities.
The student: i. presents a **substantial** outline of a clear and feasible artistic intention ii. presents a **substantial** outline of alternatives, perspectives, and imaginative solutions iii. demonstrates **substantial** exploration of ideas through the developmental process to a point of realization.	• Substantial evidence of planning to create music appropriate for the style. • Substantial evidence of key characteristics of the style. • Substantial exploration of musical possibilities.
The student: i. presents an **excellent** outline of a clear and feasible artistic intention ii. presents an **excellent** outline of alternatives, perspectives, and imaginative solutions iii. demonstrates **excellent** exploration of ideas through the developmental process to a point of realization.	• Excellent evidence of planning to create music appropriate for the style. • Excellent evidence of key characteristics of the style. • Excellent exploration of musical possibilities.

Criterion D: Responding

i. outline connections and transfer learning to new settings
ii. create an artistic response inspired by the world around them
iii. evaluate the artwork of self and others.

Achievement level descriptor	Task specific clarifications
The student: i. presents a **limited** outline of connections and **may** transfer learning to new settings ii. creates a **limited** artistic response that is **possibly** inspired by the world around him or her iii. presents a **limited** evaluation of the artwork of self and others.	• Limited connection made between key characteristics of the style and the composition created. • Limited connections between the style studied and the effectiveness of the music. • Limited ability to evaluate the work of self and others.
The student: i. presents an **adequate** outline of connections and **occasionally** transfers learning to new settings	• Adequate connection made between key characteristics of the

ii. creates an **adequate** artistic response that is **occasionally** inspired by the world around him or her iii. presents an **adequate** evaluation of the artwork of self and others.	style and the composition created. • Adequate connections between the style studied and the effectiveness of the music. • Adequate ability to evaluate the work of self and others.
The student: i. presents a **substantial** outline of connections and **regularly** transfers learning to new settings ii. creates a **substantial** artistic response that is **regularly** inspired by the world around him or her iii. presents a **substantial** evaluation of the artwork of self and others.	• Substantial connection made between key characteristics of the style and the composition created. • Substantial connections between the style studied and the effectiveness of the music. • Substantial ability to evaluate the work of self and others.
The student: i. presents an **excellent** outline of connections **with depth and insight**, and **effectively** transfers learning to new settings ii. creates an **excellent** artistic response that is **effectively** inspired by the world around him or her iii. presents an **excellent** evaluation of the artwork of self and others.	• Excellent connection made between key characteristics of the style and the composition created. • Excellent connections between the style studied and the effectiveness of the music. • Excellent ability to evaluate the work of self and others.

Due Date: Friday 1st September

Assessment Task 3: Analysis Exam – Tuesday 12th September

Using your knowledge of musical analysis complete an aural and written analysis exam.

Criterion A: Knowing and understanding

i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language

ii. demonstrate knowledge of the role of the art form in original or displaced contexts

iii. use acquired knowledge to inform their artwork.

Achievement level descriptor	Task specific clarifications

The student: i. demonstrates **limited** knowledge of the art form studied, including concepts, processes, and **limited** use of appropriate language ii. demonstrates **limited** knowledge of the role of the art form in original or displaced contexts iii. demonstrates **limited** use of acquired knowledge to inform his or her artwork.	• Very few musical elements and their use have been identified • Limited explanation of the context of the music has been identified. • Limited use of musical language • Limited evidence of annotation of written work.
The student: i. demonstrates **adequate** knowledge of the art form studied, including concepts, processes, and **adequate** use of appropriate language ii. demonstrates **adequate** knowledge of the role of the art form in original or displaced contexts iii. demonstrates **adequate** use of acquired	• Adequate musical elements and their use have been identified • Adequate explanation of the context of the music has been identified. • Adequate use of musical language • Adequate evidence of annotation of written work.
The student: i. demonstrates **substantial** knowledge of the art form studied, including concepts, processes, and **substantial** use of appropriate language ii. demonstrates **substantial** knowledge of the role of the art form in original or displaced contexts iii. demonstrates **substantial** use of acquired knowledge to inform his or her artwork.	• Substantial musical elements and their use have been identified • Substantial explanation of the context of the music has been identified. • Substantial use of musical language • Substantial evidence of annotation of written work.
The student: The student: i. demonstrates **excellent** knowledge of the art form studied, including concepts, processes, and **excellent** use of appropriate language ii. demonstrates **excellent** knowledge of the role of the art form in original or displaced contexts iii. demonstrates **excellent** use of acquired knowledge to inform his or her artwork.	• Excellent musical elements and their use have been identified • Excellent explanation of the context of the music has been identified. • Excellent use of musical language • Excellent evidence of annotation of written work.

Assessment Task 4: Personal Performance

Choose a song that you would like to learn (either solo or in a group) and plan, rehearse and perform this work to the class. You may choose to use a piece of music that you are studying with your instrumental teacher for this performance. The music you should perform should your choice and music that you like.

Criterion B: Developing skills

i. demonstrate the acquisition and development of the skills and techniques of the art form studied
ii. demonstrate the application of skills and techniques to create, perform and/or present art.

Achievement level descriptor	Task specific clarifications
The student: i. demonstrates **limited** acquisition and development of the skills and techniques of the art form studied ii. demonstrates **limited** application of skills and techniques to create, perform and/or present art.	• Limited technical skill development in order to learn how to play your chosen music. • Limited ability to perform with fluency and technical proficiency. • Limited use of expressive techniques to shape phrasing and create mood.
The student: i. demonstrates **adequate** acquisition and development of the skills and techniques of the art form studied ii. demonstrates **adequate** application of skills and techniques to create, perform and/or present art.	• Adequate technical skill Limited technical skill development in order to learn how to play your chosen music. • Adequate ability to perform with fluency and technical proficiency. • Adequate use of expressive techniques to shape phrasing and create mood.
The student: i. demonstrates **substantial** acquisition and development of the skills and techniques of the art form studied ii. demonstrates s**ubstantial** application of skills and techniques to create, perform and/or present art.	• Substantial technical skill development in order to learn how to play your chosen music. • Substantial ability to perform with fluency and technical proficiency. • Substantial use of expressive techniques to shape phrasing and create mood.
The student: i. demonstrates **excellent** acquisition and development of the skills and techniques of the art form studied ii. demonstrates **excellent** application of skills and techniques to create, perform and/or present art.	• Excellent technical skill development in order to learn how to play your chosen music. • Excellent ability to perform with fluency

	and technical proficiency. • Excellent use of expressive techniques to shape phrasing and create mood.

Due Date: Friday 8th September

The Process Journal: You are to keep your own record of your project throughout the process. Complete your Weebly and share this with the class and your teacher in the week of

Learning Process
Week 1
Lesson 1
Pre-test- Kahoots
Overview of Blues Music
History of Blues (31:07)
https://www.youtube.com/watch?v=iRwXVNt0i3k

Outline of course: A study of the evolution of Western Art Music
Assessment Task 1 – Blues Style Presentation & Blues Dictionary
Assessment Task 2 – Composition
Assessment Task 3 – Analysis Exam
Assessment Task 4 - Personal Performance of 2 contrasting works

Music Element Review- brief outline by me using Powerpoint

Lesson 2
Blues Chords Activity: Write out the C Major Scale and add the scale degree below each note. Create a 4 note chord above the 1st, 4th and 5th scale degree. Add a flat sign to the top notes of the 1 and 4 chords, this will make them dominant 7th chords. Above the chords write their symbol – C7, F7, G7. Play them on the keyboards. Try to play these chords on your instrument.

Analysis of Rober Johnston Crossroad Blues
http://www.youtube.com/watch?v=Yd60nl4sa9A - profroma
Discussion about what analysis involves

Lesson 3
Blues Scale Activity: Make a grid and write out the C Major Scale and add the scale degree below the note.

SCALE DEGREES	1		2		3	4		5		6		7	1
MAJOR SCALE NOTES													

The blues scale is a 6 note scale that uses 1, b3, 4, b5, 5, b7 – it does NOT use 2, 6 or 7.
Now make the changes to the major scale to make it a 6-note blues scale:

SCALE DEGREES	1		2	b3		4	b5	5		6	b7	7	1
BLUES SCALE NOTES			not used							not used		not used	

Play a C Major Scale on the keyboards and say the scale degree you are playing. Now play C blues scale. Try playing this scale on your instrument.

Introduce Presentation task- due in week 3 **August 3rd**- begin working on task
Performance task- introduce concept of regular performance- practice

Week 2

Lesson 4
Performance-
Rhythmic Dictation- including time signature
Blues Structure – 12 bar blues form. Workbook.
Analysis of C Jam Blues notated music.
Blues Lyrics – understanding the AAB blues lyric form. Workbook activity.

Lesson 5
Analysis of John Lomax Po'Boy http://www.youtube.com/watch?v=k_eMQ0_VgCU
- profroma

Blues Structure – 12 bar blues form. Workbook. Finish work book activity.
Blues Lyrics Continued – understanding the AAB blues lyric form. Workbook activity.
Friday: Fill in Idea and resolution grid

Lesson 6
Work on presentation

Week 3

Lesson 7
Performance -
Discussion: How do you practice at home?
Practice techniques (5 mins): https://www.youtube.com/watch?v=f5Kn_ftfDvg
Work on presentation

Lesson 8
Performance: How to choose contrasting works?
Practice session- choosing 2 class contrasting works

Work on presentation

Lesson 9
Note taking- discussion
Presentation task due- each student to present

Week 4
Lesson 10
Performance-
Analysis of Kingston Trio 'Tom Dooley'
http://www.youtube.com/watch?v=AoBLGE2cCdU
Work on Blues Dictionary- using own notes
Practice session

Lesson 11
Analysis Sweet and Lovely by Charles Daniels & Gus Arnheim notated work
Youtube: https://www.youtube.com/watch?v=8u1FSneEue4
Performance: How to choose contrasting works?
Practice session- choosing 2 class contrasting works
Blues Dictionary- continue working on this
Practice session

Lesson 12- **Blues Dictionary due**
Rhythmic dictation
Introduce composition task - begin working on task

Week 5
Lesson 13
Performance-
Analysis of John Lee Hooker Boom Boom annotated work.
Youtube: https://www.youtube.com/watch?v=rOyj4ciJk34
Practice session - should have chosen both works

Lesson 14
Review: Blues scale, chords, structure revision
Work: Composition task work

Lesson 15
Quiz: Name the instrument quiz
Performance Masterclass

Week 6
Lesson 16

Performance-
Analysis of B.B King Three O'clock Blues
http://www.youtube.com/watch?v=nPeTtg3fTB8
Composition Task

Lesson 17
Review: Blues scale, chords, structure revision
Practice session

Lesson 18
Musical elements quiz- new kahoot
Composition task

Week 7
Lesson 19
Performance –
Analysis of Ready Teddy – Elvis Presley notated work
Youtube: https://www.youtube.com/watch?v=50q1mw_ASiU
Composition task

Lesson 20
Composition task – finalizing work

Lesson 21
Performance: Composition Task Due
Evaluation: Evaluate own composition and work of another

Week 8
Lesson 22
Performance-
Analysis of Muddy Waters I'm a King Bee
https://www.youtube.com/watch?v=SgsBc3_bXyU
Analysis Revision.
Practice Session

Lesson 26
Performances –personal programs

Lesson 27
Performances –personal programs

Week 9
Lesson 25

Analysis Exam

Lesson 26
Reflection – personal learning

Lesson 27
Create a playlist of your favorite music for different settings

1. doing music- to get stuff done like working, cleaning, etc
2. Exercise music
3. Relaxing
4.