

Music Autumn 2-Year 6-Classroom Jazz 2

In this unit of work children will build upon their previous knowledge of Jazz from the Year 5 module, 'Classroom Jazz 1'. All the learning is focused around two tunes and improvising: Bacharach Anorak and Meet The Blues.

In this unit children will:

- Revisit and review what they have learnt about Jazz and it's origins/influences from the Year 5 module, 'Classroom Jazz 1' and build upon this knowledge.
- Listen to 4 other pieces of music: Take The 'A' Train by Duke Ellington, Speaking My Peace by H. Parlan, Back 'O'Town Blues by Earl Hines, and One 'O' Clock Jump by Count Basie.
- Learn about some key Jazz musicians.
- Discuss and identify the style indicators of Jazz.
- Describe the structure of Jazz music.
- Discuss what instruments/voices they can hear.
- Describe the musical dimensions.
- Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. and C, Bb, G, F + C (Meet The Blues). Improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C. Improvise in a Blues style using the notes C, Bb, G, F + C.
- Compose and improvise in the style of Jazz.



Key Vocabulary

- **Blues:** a style of music characterised by its harmonic structure and the notes used to create the melodies.
- **Jazz:** a music genre that originated in the African-American communities of New Orleans, United States in the late 19th and early 20th centuries, with its roots in blues and ragtime.
- **Improvisation/ Improvise:** to make up a tune and play it on the spot. There is an assumption that it can never be recreated.
- **By ear:** To play a piece of music without referencing sheet music or a recording.
- **Melody:** another name for tune.
- **Compose:** creating and developing musical ideas and 'fixing' them.
- **Pulse:** the regular heartbeat of the music; its steady beat.
- **Rhythm:** long and short sounds or patterns that happen over the pulse.
- **Pitch:** high and low sounds.
- **Tempo:** the speed of the music; fast or slow or in-between.
- **Dynamics:** how loud or quiet the music is.
- **Timbre:** all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- **Texture:** layers of sound. Layers of sound working together make music very interesting to listen to.
- **Structure:** every piece of music has a structure e.g. an introduction, verse and chorus ending.
- **Dimensions of music:** the building blocks of music.
- **Hook:** a term used in Pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember.
- **Riff:** a short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.
- **Solo:** an Italian word to describe playing, singing or performing of one person or on our own.

Prior Learning

EYFS: Develops preferences for forms of expression, creates movement in response to music, makes up rhythms, captures experiences and responses with music, represents thoughts and feelings of music. Children sing songs, make music and experiment with ways of changing them.

Year 1: Rhythm, rap, Bossa Nova Latin- pulse, rhythm, pitch, pulse, types of music- Blues, Baroque, Latin, Bhangra, Folk and Funk, Latin and mixed styles, Western classical music, Listen with concentration and understanding to a range of high-quality live and recorded music, recognise instruments and basic style indicators. Encourage discussions using musical language. Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Year 2: Hands, Feet, Heart is a song written for children to celebrate and learn about South African Music, Ho Ho Ho - a Christmas song, In The Groove- Blues, Latin, Folk, Funk, Baroque, Bhangra, Round And Round, Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion, Reflect, Rewind and Replay Western Classical Music **Year 3:** Let Your Spirit Fly- R&B, Western Classical, Musicals, Motown, Soul, Glockenspiel Stage 1- Learning basic instrumental skills by playing tunes in varying styles, Three Little Birds-Reggae., Dragon Song-Folk Music, Bring Us Together-Disco Music, Western Classical Music. **Year 4:** ABBA 70's/80's music, analysing performance, music from Sweden, the structure of songs, Glockenspiel Stage 2, Stop-Grime, Classical, Bhangra, Tango, Latin Fusion, The Beatles-Blackbird-Influences of Civil Rights Movement on music. **Year 5:** Living on a Prayer-Rock Music, Jazz 1, Pop Ballads. **Year 6:** Pop/Motown.

Key Questions

- What are the origins of Jazz music?
- What are the key style indicators?
- Who are some of the influential Jazz musicians/artists?
- What is the musical structure of Jazz?

Key Knowledge

- To know that blues is a style of music originating in the deep south of America and is considered an ancestor of Jazz.
- To know that Jazz can be characterised by improvisations, syncopations and swing rhythms.
- To know that Miles Davis, Louis Armstrong, . Duke Ellington, Ella Fitzgerald, Charlie Parker, Billie Holiday, Count Basie, Earl Hines were amongst some of the most influential Jazz musicians.
- To know that many Jazz songs follow the 12 bar Blues structure. Two contrasting lines of poetry are configured in the following order: (1) first stanza, (2) repeated first stanza, (3) complimentary stanza. This configuration is usually labelled like this: AAB.

