Lesson Plan

Introduction to Jazz Listening and Chord Building

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Language Across the Curriculum

05-80-334

Dr. Susan Holloway

Tuesday, November 8 (Sliding Date November 15), 2016

**Subject:** Instrumental Music **Date:** November 8, 2016

**Grade/Class:** Grade 11/AMU3M **Duration:** 75 Minutes

**Curriculum Expectations:**
B1. The Critical Analysis Process: use the critical analysis process when responding to, analysing, reflecting on, and interpreting music

B2. Music and Society: demonstrate an understanding of social and cultural influences on and effects of traditional, commercial, and art music
C1. Theory and Terminology: demonstrate an understanding of music theory with respect to concepts of notation and the elements and other components of music, and use appropriate terminology relating to them

**Specific Objectives:**

B1.1 deconstruct the elements and other components in musical works through score study and purposeful listening

B1.2 listen in a purposeful way to selections from a wide variety of musical styles and genres, and analyze and reflect on their responses to and interpretation of them

B1.3 analyze, and assess the effectiveness of, music from a variety of styles and genres and in various performance modes

B2.1 analyze ways in which traditional, commercial, and art music are a response to and reflection of the community or culture in which they were created

C1.1 extend their understanding of the elements and other components of music, particularly through practical application and aural recognition, and use appropriate terminology related to those elements

C1.3 accurately reproduce, notate, or identify melodic harmonic, and/or rhythmic examples

**Teaching Learning Resources**

* Audio equipment (speakers)
* Keyboards/pianos for students to access
* Bingo Sheet handout and cut outs
* Class “musical terms” sheets
* Class set – “Tradition of Excellence”
* Class set - band instruments

LESSON SEQUENCE

**Introductory Activity: 10-15 Minutes**

* Listening Activity
	+ Have students take out their musical terms sheet that they have been building together through the school year. They will reference this when taking notes about the piece of music.
	+ Students will listen to “Stomping at the Savoy” by Edgar Sampson, made famous Chick Webb. While listening, students will take note on orchestration, timbre, texture, etc… Do any students have any background knowledge about this piece? Have you ever heard it? What do you think it might mean?
	+ Have students share a few ideas about their observations to the whole class. (Gauge whether students noted the guitar/rhythm section as much as they noted the solo instrument/clarinet). Compare the lack of hearing the rhythm section to transition into a discussion about the treatment of African American jazz musicians

**Developmental Strategies: 55 Minutes**

(Activity 1- 30-40 minutes)

Chord Building “Bingo”- Each student will be given a “bingo” sheet to complete (Appendix 1) and each student will be given ONE note from the cut-out cards (Appendix 2). Each cut-out note has the note name, the note notated on musical staff, and the keyboard demonstrating where the note is, so that students can move to a piano in the room and play the note. Once students have both a sheet and a card, they will mingle with other students to try to make the chords listed on the “bingo” sheet. Encourage the students to try playing the chords on the piano to hear if it sounds correct, or if it is wrong. Once students have run out of options with the card they have, they may see the teacher to get a different note. Continue until every student has the “bingo” sheet filled in. If there is time take up the bingo sheet as a class (if not collect and take up the next day). Play each chord, or have a student play the chord, for each chord on the sheet as you are taking them up. This connects the written notation with the auditory part of the class.

*(Transition time- set up instruments-5 minutes)*

(Activity 2- 15 minutes)

Band Rehearsal- Use book “Tradition of Excellence” to play through F concert scale, arpeggio, and thirds as a class. Then play through C concert scale, arpeggio, and thirds as a class. Scales should only take about five minutes. Then take five minutes to build the chords as a class. For F Concert, have the first row play the root, second row play the third, and the back play the fifth. For C concert flip the order, back root, second fifth, first third. For the last ten minutes run a pop piece that the students enjoy.

*(Transition time- pack up instruments- 5 minutes)*

**Culminating Activity: 5 Minutes**

Guess the Chord- Teacher plays chords, start with F Major Concert and C Major concert, and students raise hands to guess what chord was played. Then play chords from the “bingo” sheet.

**Differentiated Instructional Strategies:**

* Visual learning through the visual representations on the Bingo sheet
* Auditory in hearing the notes/chords played
* Interpersonal in the groups of three or working together to create a complete chord
* Kinesthetic in playing a note, or chord on the piano while complete the “bingo” sheet

**Ongoing Assessment/Evaluation:**

**Formative**

* Can monitor the chord writing when students trade in note cut-outs.
* Monitor ear training and engagement during take up of the “bingo” sheet and the culminating activity of chord guessing.

**Summative**

* The chord building was previously taught, this was reinforcement and practice in building chords, in a later class students will be tested on chord writing.

**Follow- up Ideas/Next Steps:**

* Next few classes would be an introduction to playing jazz music, as they have been doing jazz listening throughout the year. Start class off with simpler jazz scores before working in more challenging ones.
* Once students are more comfortable playing jazz have every student write a solo for one of the jazz pieces being played. Give students the chords they can base the solo around. Give in class time to work on solo’s so they can get peer and teacher feedback.