

Primary - Planning

That's Jazz!

Exploring Pulse and Rhythm

Unit 29

Medium Term Plan





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Unit 29

Session	Learning Objective(s)	Listening Focus	Proposed Teaching Activities	Learning Outcomes	Resources
1.	All children will learn about the origins of jazz.	The Entertainer by Scott Joplin	➤ 'Happy' body percussion activity. ➤ Introduce jazz by looking at the state of Louisiana and watching a video explaining what jazz is. ➤ Learn about ragtime and and listen to 'The Entertainer' by Scott Joplin. ➤ Compare the structure of 'The Entertainer' with that of a pop song. ➤ Do the 'Entertainer' body percussion activity. ➤ Discuss the musical notes for duration. ➤ Hand out untuned percussion instruments and replay the 'Entertainer' body percussion video focussing on reading and beating the musical notes, not doing the actions.	➤ All children will be introduced to the concept of jazz. ➤ Most children will be able to explain that it comes from America and that ragtime is an early form of jazz; express likes and dislikes about 'The Entertainer' using some musical language'. ➤ Some children will be able to discuss 'The Entertainer' using musical vocabulary.	➤ Lesson PowerPoint ➤ 'Happy' Body Percussion Activity (PP Slides 5-6) ➤ Introducing Jazz - Background Information and Context, including Maps and Videos (PP Slides 7-11) ➤ Knowledge Organisers (PP Slides 12-15) - See Unit 29 Webpage ➤ Ragtime Background Information and Context (PP Slide 15) ➤ 'The Entertainer' Short Clip (PP Slide 16) ➤ Scott Joplin Background Information and Context (PP Slides 17-18) ➤ 'The Entertainer' Short Clip (PP Slide 19) ➤ Listening Log (PP Slide 20) - See Lesson 1 Printable Resources ➤ Looking Deeper into Joplin's 'The Entertainer' (PP Slides 21-22) ➤ The Entertainer – Body Percussion/Play Along Video (PP Slides 23, 25) ➤ Musical Notation (PP Slide 24) ➤ Untuned Percussion Instruments



That's Jazz!

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Unit 29

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2.	All children will perform a two-part cyclic rhythm.	Oh When the Saints Go Marching In by Louis Armstrong	➤ 'Maple Leaf Rag' body percussion activity. ➤ Recap what jazz is and discuss the instruments of early jazz. ➤ Follow this up with later instruments of jazz. ➤ In pairs, match the instrument flashcards to the vocabulary. ➤ Learn about Louis Armstrong and listen to 'Oh, When the Saints'. ➤ Learn the African cyclic two-part rhythm, looking at both graphic and standard musical notation and practising this first by clapping and then using untuned percussion instruments. If following the 30-minute lesson plan route, play the video on PP Slide 24 before moving onto listening to Louis Armstrong. This summarises the content in regular black text above.	➤ All children will play a rhythm and the pulse, through clapping and with untuned percussion instruments. ➤ Most children will take part in a two-part cyclic rhythm and play their part in the mix with some accuracy. ➤ Some children will take part in a two-part cyclic rhythm and play their part in the mix with accuracy, reading their part through standard musical notation.	➤ Lesson PowerPoint ➤ What is Jazz? Video (PP Slide 5) ➤ 'Maple Leaf Rag' Activity, including Background Information and Musical Notation (PP Slides 6-8) ➤ Untuned Percussion Instruments ➤ Introducing Early New Orleans Jazz - Background Information and Context, including Instruments (PP Slides 9-12) ➤ Match the Instrument Cards - See Lesson 2 Printable Resources ➤ Match the Instrument Answers (PP Slides 13-23) ➤ The Early History of Jazz Video (PP Slide 24) ➤ Introducing Louis Armstrong - Background Information and Context (PP Slides 25-27) ➤ Louis Armstrong - Oh, When the Saints (PP Slide 28) ➤ Listening Log (PP Slide 29) - See Lesson 2 Printable Resources ➤ Louis Armstrong & Scat Singing, including Video (PP Slides 30-31) ➤ What are Cyclic Rhythms? (PP Slides 32-34) ➤ African Cyclic Rhythms: Learning the Djun Djun/Ostinato Rhythm (PP Slides 35-37) ➤ Creating an African Drumming Group (PP Slide 38)



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Unit 29

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3.	All children will learn to scat sing.	It Don't Mean a Thing by Ella Fitzgerald and Duke Ellington	➤ Play 'Pass the Rhythm to the Left-Hand Side' – a musical game of Chinese whispers. ➤ Watch and discuss Ella Fitzgerald and Duke Ellington's performance of 'It Don't Mean a Thing'. ➤ Discuss scat singing in greater detail, watching a video explaining what this is and showing examples and fill in the listening log. ➤ Revise the African cyclic rhythm from last lesson through clapping and then untuned percussion instruments. ➤ Model scat singing and take part in a scat singing call and response activity. ➤ Children to improvise scat singing over the African cyclic rhythm. ➤ With the untuned percussion instruments, play the 'Entertainer' video focussing on reading and beating the musical notes, not doing the actions.	➤ All children will learn what scat singing is and begin to scat over a pre-taught rhythm. ➤ Most children will scat over a pre-taught rhythm. ➤ Some children will scat confidently with style over a pre-taught rhythm.	➤ Lesson PowerPoint ➤ Pass the Rhythm to the Left-Hand Side (PP Slide 5) ➤ Untuned Percussion Instruments ➤ Ella Fitzgerald - Background Information and Context (PP Slides 6-8) ➤ Duke Ellington - Background Information and Context (PP Slides 9-10) ➤ Ella Fitzgerald and Duke Ellington – It Don't Mean a Thing (PP Slide 11) ➤ Scat Singing, including Video (PP Slides 12-13) ➤ Listening Log (PP Slide 14) - See Lesson 3 Printable Resources ➤ Scat Singing (PP Slides 15-16) ➤ What are Cyclic Rhythms? (PP Slides 17-18) ➤ African Cyclic Rhythms: Learning the Djun Djun/Ostinato Rhythm (PP Slide 18) ➤ Looking Deeper into Joplin's 'The Entertainer' (PP Slides 19-20) ➤ Musical Notation (PP Slide 21) ➤ The Entertainer - Play Along Video (PP Slide 22)



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Unit 29

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4.	All children will learn to play a three-part cyclic rhythm. All children will learn to start and stop after a musical cue.	In the Mood by the Glenn Miller Orchestra	➤ Sing 'I'm a Gnu'. ➤ Revise early jazz and discuss how early jazz evolved into Big Band music, discussing the similarities and differences with what they have heard before. ➤ Learn about Glenn Miller and listen to and discuss 'In the Mood'. ➤ Revisit the African cyclic rhythm from previous lessons. ➤ Introduce a third part into this rhythmic cycle. ➤ Introduce the idea of a cue to start and end a piece of music. ➤ Practise using this cue to start and end the African cyclic rhythm. ➤ Either continue practising and refining your African drumming ensemble or complete the 'In the Mood' play-along video using untuned percussion instruments.	➤ All children will discover Big Band music; be introduced to the idea of a cue. ➤ Most children will be able to explain what a cue is; begin to explain the differences between big bands and New Orleans jazz bands. ➤ Some children will be able to come in confidently and securely and finish precisely after hearing a musical cue.	➤ 'I'm a Gnu' Lyrics and Audio (PP Slide 5) ➤ Early Jazz Video (PP Slide 6) ➤ Introducing the Big Band - Background Information and Context (PP Slides 7-12) ➤ The Glenn Miller Orchestra - Background Information and Context (PP Slides 13-14) ➤ The Glenn Miller Orchestra - In the Mood (PP Slide 15) ➤ Listening Log (PP Slide 16) - See Lesson 4 Printable Resources ➤ Untuned Percussion Instruments ➤ What are Cyclic Rhythms? (PP Slides 17-18) ➤ African Cyclic Rhythms: Learning the Djun Djun/Ostinato Rhythm (PP Slide 19) ➤ African Cyclic Rhythms: Learning the African Bell Rhythm (PP Slides 20-22) ➤ African Cyclic Rhythms: All Three Parts Together (PP Slides 23-24) ➤ Introducing the Cue (PP Slides 25-26) ➤ The Bandleader (PP Slide 27) ➤ Glenn Miller - 'In the Mood' Play Along Key (PP Slide 28) ➤ 'In the Mood' Play Along Video (PP Slide 29)



That's Jazz!

Exploring Pulse and Rhythm

Unit 29

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5.	All children will perform a three-part cyclic rhythm.	Comparing Feeling Good by Nina Simone with a Version by MUSE	➤ Using untuned percussion instruments, play along with the 'In the Mood' play-along video. ➤ Recap New Orleans jazz and watch a virtual school trip of New Orleans. ➤ Watch and discuss the differences between Nina Simone and MUSE's versions of 'Feeling Good'. ➤ Teach the cyclic rhythms for 'Great Big House in New Orleans', first through clapping and then with untuned percussion instruments. ➤ Teach the melody and lyrics. ➤ With the children, do a final performance of the song.	➤ All children play three rhythms, through clapping and with untuned percussion instruments. ➤ Most children will take part in a three-part rhythm and play their part in the mix with some accuracy. ➤ Some children will take part in a three-part rhythm and play their part in the mix with accuracy, reading their part through standard musical notation.	➤ Lesson PowerPoint ➤ Glenn Miller - 'In the Mood' Play Along Key (PP Slide 5) ➤ 'In the Mood' Play Along Video (PP Slide 6) ➤ Untuned Percussion Instruments ➤ New Orleans Jazz Video (PP Slide 7) ➤ New Orleans Virtual School Trip Video (PP Slide 8) ➤ Nina Simone - Background Information and Context (PP Slide 9) ➤ Nina Simone - Feeling Good (PP Slide 10) ➤ MUSE - Background Information and Context (PP Slide 11) ➤ MUSE - Feeling Good (PP Slide 12) ➤ Comparing the Two Versions of 'Feeling Good' (PP Slide 13) ➤ Listening Log (PP Slide 14) - See Lesson 5 Printable Resources ➤ 'Great Big House in New Orleans' Video (PP Slides 15, 20) ➤ 'Great Big House in New Orleans' Lyrics and Audio Clip (PP Slide 16) ➤ Musical Notation (PP Slides 17-18) ➤ 'Great Big House in New Orleans' Cyclic Rhythms (PP Slide 19) ➤ Untuned Percussion Instruments



That's Jazz!

Exploring Pulse and Rhythm

Unit 29

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6.	<u>Route A:</u> All children will perform a three-part cyclic rhythm. <u>Route B:</u> All children will compose and perform a three-part cyclic rhythm.	N/A – Performance/ Composition Focus	➤ Before teaching, decide whether to opt for <u>Route A</u> or <u>Route B</u>, depending on the needs of the children (see page 4 of this plan for more information). ➤ <u>Both Routes:</u> Sing and play the cyclic rhythms of 'Great Big House in New Orleans' using untuned percussion instruments. Spend longer on this if following <u>Route A</u>. ➤ <u>Recap the cue and the African cyclic rhythms from previous lessons.</u> Spend longer on this if following <u>Route A</u>. ➤ <u>Route B Only:</u> Model creating a cyclic rhythm. ➤ <u>Both Routes (if working in groups):</u> In groups, the children should compose and perform their own cyclic rhythm. <u>Route A:</u> Perform as a whole class ensemble. ➤ Children to self-assess using the pupil self-assessment form.	➤ <u>Route A:</u> • All children will play three rhythms, through clapping and with untuned percussion instruments. • Most children will take part in a three-part rhythm and play their part in the mix with some accuracy. • Some children will take part in a three-part rhythm and play their part in the mix with accuracy, reading their part through standard musical notation.	➤ Lesson PowerPoint ➤ 'Great Big House in New Orleans' Video (PP Slide 5) ➤ 'Great Big House in New Orleans' Lyrics and Audio Clip (PP Slide 6) ➤ Musical Notation (PP Slides 7-8) ➤ 'Great Big House in New Orleans' Cyclic Rhythms (PP Slide 9) ➤ Untuned Percussion Instruments ➤ What are Cyclic Rhythms (PP Slide 10) ➤ African Cyclic Rhythms: The Djun Djun Cyclic Rhythm (PP Slides 12-14) ➤ African Cyclic Rhythms: The African Bell Cyclic Rhythm (PP Slides 15-17) ➤ All Three Parts Together (PP Slides 15-16) ➤ Introducing the Cue (PP Slides 17-18) ➤ The Bandleader (PP Slide 19) ➤ Extension - Composing a Cyclic Pattern (PP Slide 20) ➤ Cyclic Rhythm Composition Sheet – See Lesson 6 Printable Resources. ➤ Performing your Cyclic Rhythms (PP Slide 21) ➤ Pupil Self-Assessment Forms (PP Slide 22) - See Unit 29 Webpage



That's Jazz!

Exploring Pulse and Rhythm

Unit 29

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6, cont.				➤ Route B: • All children will perform their own cyclic rhythm with some accuracy. • Most children will help compose and perform a cyclic rhythm. • Some children will compose and perform a cyclic rhythm with accuracy.	