

**Objectives:**

**To learn to control simple functions on the Sensory equipment**

**To use the sounds produced by the equipment to create a composition using Twelve bar blues**

ACTIVITIES	OUTCOMES
<p><b>Lesson 1</b></p> <ul style="list-style-type: none"><li>• <b>Introduction to the topic- reminder about what music is – order of sounds</b></li><li>• <b>The theme is 12 bar Blues- play some examples</b> Eg: Eric Clapton / Cream Beatles White Stripes/ Elephant/Ball and Biscuit Status Quo</li><li>• <b>What is going on? Chord sequence, very simple, use target sensors to demonstrate the chords, compare with the Tracks the pupils have heard</b></li><li>• <b>Discuss what is happening in terms of instruments</b></li><li>• <b>Get the pupils to explore the other sensors and discuss what instruments they might represent</b></li><li>• <b>Allow pupils the opportunity to make the sensors work, individually to start with</b></li><li>• <b>Ensure that pupils are aware of the sounds made by each sensor</b></li><li>• <b>Ask pupils to listen out this week for any music that has any patterns in that they can spot (may be verse/ chorus or vocal/ instrumental etc)</b></li></ul>	<ul style="list-style-type: none"><li>• Pupils will hear the sequence of chords and may recognise this in other popular music</li> <li>• Pupils will become aware of the sounds of the three different chords used</li><li>• Pupils will gain aural knowledge of melodic sounds available on sensory equipment</li></ul>

## Lesson 2

- Recap about the aim- to produce a class or group composition which is based on 12 bar blues
- If necessary allow each pupil a turn to explore individually the sensors. The rest of the class discuss what is happening, musical preferences etc.
- Allow the pupils to choose a sensor and play all together
- If adult helpers join in there will be a cacophony of sound
- Pupils may react to this (probably rather loud) sound by wanting the sound to stop
- Stop the sound and discuss what is happening (everyone playing at once, no order, can't hear particular sounds because others are too loud etc.)
- Initiate discussion, reminder of the objective
- If necessary play again a musical example – *White Stripes(Elephants- Track 8)* is good because its very slow
- Where shall we start – what is the feature of the music that gives it the character of Twelve Bar Blues?
- How about the chords?
- Can we have three volunteers to play the chords
- Off you go- leave them to do it 'their own way'
- Can we improve on that? What do we need to do to get it to sound like the CD ( Its to do with the amount of time we spend on each chord)
- Finish by listening again to one of the tracks

- Pupils learn to control sounds made by individual sensors
- Pupils play chord sensors in their own or a given pattern
- Pupils begin to think about the patterns in the melodic and chordal sounds that they produce
- Pupils become more confident of recognition of three different chords

### Lesson 3

- **What is our aim? (Composition of 12 bar Blues)**
- **How far did we get? (Thinking about the chords as the base – how long to make each one last – we can vary our composition because we may prefer to hold chords for different lengths of time )**
- **Work on getting the chord changes to follow smoothly**
- **So that is working now – what next**
- **Listen to the track again – Can we hear the chords underneath?**
- **What else is happening on the top of the chords? Is it planned – lets write it on the board-**
- **Discussion of singing/ instrumental – not too much going on all at once**
- **Is there a pattern to what is happening eg: verse/ chorus or singing/guitar playing**
- **Finish with a 'jam session' allowing pupils to use sensors freely**

### Lesson 4

- **Recap by talking about the patterns in the Twelve bar Blues style**
- **Replay *White Stripes* and maybe another track like *Cream/ Crossroads***
- **Need to practice some of the music that will go above the chords – could start by allowing free exploration of sounds – altogether hoping that a pupil will begin to assert themselves and organise the others. The pupils may well need a lot of encouragement to take any**

- Pupils begin to construct their own composition
- Pupils experiment with different sensor sounds with more confidence
- Pupils develop awareness of patterns of sound

- Pupils become more consistent in the melodic and chordal patterns that they make and demand some way of recording it

**responsibility for organising the sounds at this stage**

- **Re introduce the chords and begin discussion of what is going to go on top of the chords- partly depends on how many pupils are available**
- **Finish by reminding pupils of sound of Twelve Bar Blues – to listen out for this pattern**
- **If they find it in any music they have heard to make a note of it**

#### **Lesson 5**

- **Recap on Twelve Bar Blues style**
- **Where have we got so far? Chords and solo parts**
- **If we are going to organise the sounds how are we going to remember what we've done**
- **We've used notation before, how can we notate this?**
- **Use the sensor photos stuck on a whiteboard with blutack**
- **Work with pupils to organise their sounds and notate them on the board**
- **Use a digital camera to take a photo of the board so that the composition can be reproduced next week – it doesn't even need the same pupils in order to reproduce the sound**
- **If time record the composition**

- Pupils begin to organise the sounds into repeatable, memorable and recordable patterns
- Pupils are recognising the chord patterns in music that they listen to

## **Lesson 6**

- **Work towards a refined performance**
- **Reproduce the notation on the board**
- **Encourage the pupils to organise their practising of the piece**
- **Encourage a pupil to direct the performance**
- **Practice and refine the composition**
- **Perform and record**

## **Further ideas**

- **Each individual directs and records their own composition**
- **Performance takes place to other pupils**

- Pupils record their patterns using simple forms of graphic notations and/ or recording
- Pupils produce and reproduce their compositions in performance using notations