



**That's Jazz!**

**Exploring Pulse and Rhythm**

**Year 5**

**Unit 1**

**Unit Introduction**



## That's Jazz!

### Exploring Pulse and Rhythm



*In this unit, the children will learn about cyclic rhythms and work to master one in particular. They will use this as the basis for a group composition at the end of the unit. They will take lessons from the masters of jazz detailed above to learn about how bandleaders tell their musicians what to do and apply this in their own learning.*

#### Listening Focus: Jazz Music

*In this unit, we will investigate the genre of jazz music, delving into some of the many different sub-genres this contains including ragtime, New Orleans jazz, and big band swing. The children will learn about the origins of Jazz and focus on six major musicians in the history of jazz music, roughly in chronological order: Scott Joplin, Louis Armstrong, Glenn Miller, the combined force of Ella Fitzgerald and Duke Ellington, and Nina Simone. They will learn about the importance of New Orleans, the birthplace of jazz, and go on a virtual school trip to important areas to the history of jazz in New Orleans. They will learn about the different instruments commonly heard in jazz music and its basis in many different other types of music, including African drumming.*

#### EXPECTATIONS AT THE END OF THIS UNIT

<b>All children should be able to:</b>	explain that jazz is not one singular thing, but that there are many different types of jazz; play an African cyclic rhythm.
<b>Most children will be able to:</b>	discuss in some detail the origins of jazz; name some of the instruments commonly heard in jazz music; begin to discuss some of the performers looked at in the unit; play an African cyclic rhythm with some continued accuracy; offer up suggestions for the creation of a piece based on their own cyclic rhythm.
<b>Some children will be able to:</b>	explain in greater detail about the origins of jazz and discuss in greater detail the performers looked at in this unit; play an African cyclic rhythm with continued accuracy; take a leadership role in the creation of their own cyclic rhythm; read musical notation with some accuracy; discuss the role of the bandleader; help to lead a group performance.

#### Key vocabulary used in this unit

- In this unit children will have an opportunity to use words and phrases related to:
- **Jazz: ragtime, New Orleans jazz, big band swing, bebop, bandleader, improvisation, scat singing, various instruments associated with jazz**
  - **Rhythms and Pulse** (the beat): **cyclic rhythms** (a rhythm that repeats and repeats), **crotchet** (one beat), **quaver** (½ a beat), **semiquaver** (¼ of a beat), **minim** (two beats), **semibreve** (four beats), **rest** (silence for a specific amount of time).
  - **Texture** (how many instruments are playing at once): **thick** (lots) **or thin** (few)
  - **Pitch** (how high or low an instrument or voice is): **high, low, melody**
  - **Tempo** (the speed at any one time in a piece of music): **fast, slow, pulse**
  - **Dynamics** (how loud and quiet a section of the piece is): **louder, quieter, loud, quiet, forte, piano, mezzo forte, mezzo piano**
  - **Rehearse, Perform, Plan, Evaluate, Feedback**

# That's Jazz: Exploring Pulse and Rhythm

In this unit, we will be learning all about jazz. There are many different styles of jazz music including big band and swing, bebop, and ragtime, to name a few.

Jazz first originated in the African-American communities of New Orleans in the American state of Louisiana.

The earliest jazz bands included four or five different instruments:



The flag of the United States of America, the birthplace of jazz.



**Piano** - this would have the main melodies as well as providing some chordal accompaniment.



**Banjo** – this instrument played the part that the electric guitar would later play, providing a rhythmic accompaniment as well as occasional melodies.



**Tuba or Double Bass** – these would provide a walking (moving) bass line.



**Drum Kit** - When the first jazz musicians gathered together to play, they decided that they needed some percussion instruments to keep the beat. Instead of having four or five people playing one drum or cymbal each, these were grouped together and turned into the first drum kits. Before jazz, drum kits did not exist.

# Our Listening



The Entertainer  
by Scott Joplin



Oh When the Saints  
Go Marching In by  
Louis Armstrong



It Don't Mean a  
Thing by Ella  
Fitzgerald and  
Duke Ellington



In the Mood by  
the Glenn Miller  
Orchestra



Comparing Feeling  
Good by Nina Simone  
with the version by  
MUSE



Salt Peanuts  
by Dizzy  
Gillespie



## Later Jazz Instruments

As jazz progressed and evolved, instruments were swapped out and replaced by others. These included:



Trumpet



Trombone



Clarinet



Saxophone



Vibraphone



Electric Guitar



Vocals

## Scat Singing



Louis Armstrong popularised a style of singing called **scat singing** where you improvised singing nonsense words to rhythms, similar to the way a trumpet or trombone would improvise. **Improvising** is making up something (music) on the spot. Louis Armstrong did this both with his trumpet and with his scat singing.

## Pulse and Rhythm



**Pulse** is the heartbeat of the music.



**Rhythm** is when long and short notes are joined together.

## The Characteristics of Jazz



**Solos** – often these can be challenging and show off great playing.



**Improvisation** – both from soloists and other musicians.



**Syncopation** – this is when emphasis is placed on unusual beats to give a dancing or swinging feel.

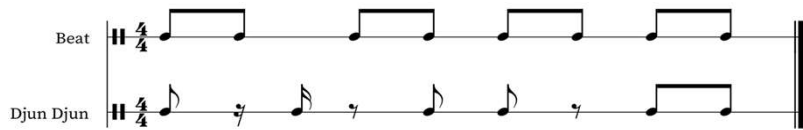
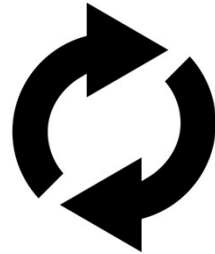


**Call and Response** – this is when someone sings or plays something and it repeated back by others.

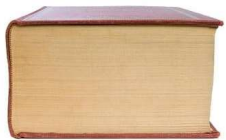


## Cyclic Patterns

Cyclic patterns are **short, repeated patterns** which can be heard in music. A good example of music to hear a cyclic pattern in is through listening to drum music from Africa. As jazz evolved from African drumming, this fits well with what we are learning.



## Texture



A **thick** texture is when **lots** of people are playing.



A **thin** texture is when only a **few** people are playing.

## Dynamics



**'f'** Loud



**'p'** Quiet

## Musical Notes - Duration



Crotchet = 1 beat



Crotchet rest = 1 beat of silence



Minim = 2 beats



Semibreve = 4 beats



1 quaver =  $\frac{1}{2}$  beat  
2 quavers = 1 full beat



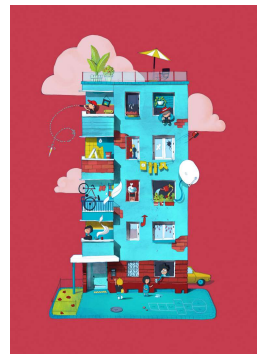
Quaver rest =  $\frac{1}{2}$  beat of silence



1 semiquaver =  $\frac{1}{4}$  beat  
4 semiquavers = 1 full beat

## Layering

Layering is when you add sections of playing one on top of the other like building a musical tower or block of flats. 'Please Please Me' has a melody and two other layers of vocals - two harmony parts. Layering vocals like this creates a thicker texture, changes the sound colour and makes the music sound more interesting.





**That's Jazz!**

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**Year 5**

**Unit 1**

**Medium Term Plan**







# Medium Term Plan



**Year Group: Year Five**  
**Unit Number: Unit One**

**That's Jazz!**  
**Exploring Pulse and Rhythm**

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	<ul style="list-style-type: none"> <li>➤ 'Happy' body percussion activity.</li> <li>➤ Introduce jazz by looking at the state of Louisiana and watching a video explaining what jazz is.</li> <li>➤ Learn about ragtime and and listen to 'The Entertainer' by Scott Joplin.</li> <li>➤ Compare the structure of 'The Entertainer' with that of a pop song.</li> <li>➤ Do the 'Entertainer' body percussion activity.</li> <li>➤ Discuss the musical notes for duration.</li> <li>➤ Hand out untuned percussion instruments and replay the 'Entertainer' body percussion video focussing on reading and beating the musical notes, not doing the actions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All children will be introduced to the concept of jazz.</li> <li>➤ 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'.</li> <li>➤ Some children will be able to discuss 'The Entertainer' using musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lesson PowerPoint</li> <li>➤ 'Happy' Body Percussion Activity (PP Slides 5-6)</li> <li>➤ Introducing Jazz - Background Information and Context, including Maps and Videos (PP Slides 7-11)</li> <li>➤ Knowledge Organisers Visuals (PP Slides 12-15)</li> <li>➤ Ragtime Background Information and Context (PP Slide 15)</li> <li>➤ 'The Entertainer' Short Clip (PP Slide 16)</li> <li>➤ Scott Joplin Background Information and Context (PP Slides 17-18)</li> <li>➤ 'The Entertainer' Short Clip (PP Slide 19)</li> <li>➤ Listening Log (PP Slide 20) <i>See Lesson 1 Printable Resources</i></li> <li>➤ Looking Deeper into Joplin's 'The Entertainer' (PP Slides 21-22)</li> <li>➤ The Entertainer – Body Percussion/Play Along Video (PP Slides 23, 25)</li> <li>➤ Musical Notation (PP Slide 24)</li> <li>➤ Untuned Percussion Instruments</li> </ul>



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**That's Jazz!**  
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2.	All children will perform a three part cyclic rhythm.	Oh When the Saints Go Marching In by Louis Armstrong	<ul style="list-style-type: none"> <li>➤ 'Maple Leaf Rag' body percussion activity.</li> <li>➤ Introduce jazz by looking at the state of Louisiana and watching a video explaining what jazz is.</li> <li>➤ Recap what jazz is and discuss the instruments of early jazz.</li> <li>➤ Follow this up with later instruments of jazz.</li> <li>➤ In pairs, match the instrument flashcards to the vocabulary.</li> <li>➤ Learn about Louis Armstrong and listen to 'Oh, When the Saints'.</li> <li>➤ Learn the African cyclic three part rhythm, looking at both graphic and standard musical notation and practising this first by clapping and then using untuned percussion instruments.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All children will play three rhythms, through clapping and with untuned percussion instruments.</li> <li>➤ Most children will take part in a three part rhythm and play their part in the mix with some accuracy.</li> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lesson PowerPoint</li> <li>➤ What is Jazz? Video (PP Slide 5)</li> <li>➤ 'Maple Leaf Rag' Activity, including Background Information and Musical Notation (PP Slides 6-8)</li> <li>➤ Untuned Percussion Instruments</li> <li>➤ Introducing Early New Orleans Jazz - Background Information and Context, including Instruments (PP Slides 9-12)</li> <li>➤ Match the Instrument Cards - See Lesson 2 <b>Printable Resources</b></li> <li>➤ Match the Instrument Answers (PP Slides 13-23)</li> <li>➤ The Early History of Jazz Video (PP Slide 24)</li> <li>➤ Introducing Louis Armstrong - Background Information and Context (PP Slides 25-27)</li> <li>➤ Louis Armstrong - Oh, When the Saints (PP Slide 28)</li> <li>➤ Listening Log (PP Slide 29) <b>See Lesson 2 Printable Resources</b></li> <li>➤ Louis Armstrong &amp; Scat Singing, including Video (PP Slides 30-31)</li> <li>➤ African Cycle Patterns and Instruments (PP Slides 32-33)</li> <li>➤ African Cycle Patterns: Learning the Djun Djun Pattern (PP Slides 34-36)</li> <li>➤ African Cycle Patterns: Learning the African Bell Pattern (PP Slides 37-39)</li> <li>➤ Creating an African Drumming Group (PP Slide 40)</li> </ul>





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Session	Learning Objective(s)	Listening Focus	Proposed Teaching Activities	Learning Outcomes	Resources
3.	All children will learn to scat sing.	It Don't Mean a Thing by Ella Fitzgerald and Duke Ellington	<ul style="list-style-type: none"> <li>➤ Play 'Pass the Rhythm to the Left Hand Side' – a musical game of Chinese whispers.</li> <li>➤ Watch and discuss Ella Fitzgerald and Duke Ellington's performance of 'It Don't Mean a Thing'.</li> <li>➤ Discuss scat singing in greater detail, watching a video explaining what this is and showing examples and fill in the listening log.</li> <li>➤ Revise the African cyclic rhythm from last lesson through clapping and then untuned percussion instruments.</li> <li>➤ Model scat singing and take part in a scat singing call and response activity.</li> <li>➤ Children to improvise scat singing over the African cyclic rhythm.</li> <li>➤ With the untuned percussion instruments, play the 'Entertainer' video focussing on reading and beating the musical notes, not doing the actions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All children will learn what scat singing is and begin to scat over a pre-learned rhythm.</li> <li>➤ Most children will scat over a pre-learned rhythm.</li> <li>➤ Some children will scat confidently with style over a pre-learned rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lesson PowerPoint</li> <li>➤ Pass the Rhythm to the Left Hand Side (PP Slide 5)</li> <li>➤ Ella Fitzgerald - Background Information and Context (PP Slides 6-8)</li> <li>➤ Duke Ellington - Background Information and Context (PP Slides 9-10)</li> <li>➤ Ella Fitzgerald and Duke Ellington – It Don't Mean a Thing (PP Slide 11)</li> <li>➤ Scat Singing, including Video (PP Slides 12-13)</li> <li>➤ Listening Log (PP Slide 14) <i>See Lesson 3 Printable Resources</i></li> <li>➤ African Cycle Patterns and Instruments (PP Slides 15-16)</li> <li>➤ African Cycle Patterns: Learning the Djun Djun Pattern (PP Slides 17-19)</li> <li>➤ African Cycle Patterns: Learning the African Bell Pattern (PP Slides 20-22)</li> <li>➤ Untuned Percussion Instruments</li> <li>➤ Scat Singing (PP Slide 23)</li> <li>➤ Looking Deeper into Joplin's 'The Entertainer' (PP Slides 24-25)</li> <li>➤ Musical Notation (PP Slide 26)</li> <li>➤ The Entertainer – Play Along Video (PP Slide 27)</li> </ul>



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Session	Learning Objective(s)	Listening Focus	Proposed Teaching Activities	Learning Outcomes	Resources
4.	All children will learn to start and stop after a musical cue.	In the Mood by the Glenn Miller Orchestra	<ul style="list-style-type: none"> <li>➤ In pairs, match the instrument flashcards to the vocabulary.</li> <li>➤ Revise early jazz and discuss how evolved into Big Band music, discussing the similarities and differences with what they have heard before.</li> <li>➤ Learn about Glenn Miller and listen to and discuss 'In the Mood'.</li> <li>➤ Revisit the African cyclic rhythm from previous lessons.</li> <li>➤ Introduce the idea of a cue to start and end a piece of music.</li> <li>➤ Practise using this cue to start and end the African cyclic rhythm.</li> <li>➤ Using untuned percussion instruments, play along with the 'In the Mood' play along video.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All children will discover Big Band music; be introduced to the idea of a cue.</li> <li>➤ Most children will be able to explain what a cue is; begin to explain the differences between big bands and New Orleans jazz bands.</li> <li>➤ Some children will be able to come in confidently and securely and finish precisely after hearing a musical cue.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lesson PowerPoint</li> <li>➤ Jazz Instruments - Background Information and Context (PP Slides 5-7)</li> <li>➤ Match the Instrument Cards - See Lesson 4 <b>Printable Resources</b></li> <li>➤ Match the Instrument Answers (PP Slides 8-18)</li> <li>➤ Early Jazz Video (PP Slide 19)</li> <li>➤ Introducing the Big Band - Background Information and Context (PP Slides 20-24)</li> <li>➤ The Glenn Miller Orchestra - Background Information and Context (PP Slides 26-27)</li> <li>➤ The Glenn Miller Orchestra - In the Mood (PP Slide 28)</li> <li>➤ Listening Log (PP Slide 29) See Lesson 4 <b>Printable Resources</b></li> <li>➤ African Cycle Patterns and Instruments (PP Slides 30-31)</li> <li>➤ African Cycle Patterns: Learning the Djun Djun Pattern (PP Slides 32-34)</li> <li>➤ African Cycle Patterns: Learning the African Bell Pattern (PP Slides 35-37)</li> <li>➤ Untuned Percussion Instruments</li> <li>➤ Introducing the Cue (PP Slides 38-39)</li> <li>➤ The Bandleader (PP Slide 40)</li> <li>➤ Glenn Miller - 'In the Mood' Play Along Key (PP Slide 41)</li> <li>➤ 'In the Mood' Play Along Video (PP Slide 42)</li> </ul>



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Session	Learning Objective(s)	Listening Focus	Proposed Teaching Activities	Learning Outcomes	Resources
5.	All children will perform a three part cyclic rhythm.	Comparing Feeling Good by Nina Simone with a Version by MUSE	<ul style="list-style-type: none"> <li>➤ Using untuned percussion instruments, play along with the 'In the Mood' play along video.</li> <li>➤ Recap New Orleans jazz and watch a virtual school trip of New Orleans.</li> <li>➤ Watch and discuss the differences between Nina Simone and MUSE's versions of 'Feeling Good'.</li> <li>➤ Teach the cyclic rhythms for 'Great Big House in New Orleans', first through clapping and then with untuned percussion instruments.</li> <li>➤ Teach the melody and lyrics.</li> <li>➤ With the children, do a final performance of the song.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All children play three rhythms, through clapping and with untuned percussion instruments.</li> <li>➤ Most children will take part in a three part rhythm and play their part in the mix with some accuracy.</li> <li>➤ 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.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lesson PowerPoint</li> <li>➤ Glenn Miller - 'In the Mood' Play Along Key (PP Slide 5)</li> <li>➤ 'In the Mood' Play Along Video (PP Slide 6)</li> <li>➤ Untuned Percussion Instruments</li> <li>➤ New Orleans Jazz Video (PP Slide 7)</li> <li>➤ New Orleans Virtual School Trip Video (PP Slide 8)</li> <li>➤ Nina Simone - Background Information and Context (PP Slide 9)</li> <li>➤ Nina Simone - Feeling Good (PP Slide 10)</li> <li>➤ MUSE - Background Information and Context (PP Slide 11)</li> <li>➤ MUSE - Feeling Good (PP Slide 12)</li> <li>➤ Comparing the Two Versions of 'Feeling Good' (PP Slide 13)</li> <li>➤ Listening Log (PP Slide 14) <i>See Lesson 5 Printable Resources</i></li> <li>➤ 'Great Big House in New Orleans' Video (PP Slides 15, 20)</li> <li>➤ 'Great Big House in New Orleans' Lyrics and Audio Clip (PP Slide 16)</li> <li>➤ Musical Notation (PP Slides 17-18)</li> <li>➤ 'Great Big House in New Orleans' Cyclic Rhythms (PP Slide 19)</li> <li>➤ Untuned Percussion Instruments</li> </ul>



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**That's Jazz!**  
**Exploring Pulse and Rhythm**

Session	Learning Objective(s)	Listening Focus	Proposed Teaching Activities	Learning Outcomes	Resources
6.	All children will compose and perform a three part cyclic rhythm.	N/A – Composition Focus	<ul style="list-style-type: none"> <li>➤ Sing and play the cyclic rhythms of 'Great Big House in New Orleans' using untuned percussion instruments.</li> <li>➤ Recap the cue and the African cyclic rhythms from previous lessons.</li> <li>➤ Model creating a cyclic rhythm.</li> <li>➤ In groups, the children should compose and perform their own cyclic rhythm.</li> <li>➤ Children to self-assess.</li> <li>➤ Review knowledge organisers for the next units.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All children will perform their own cyclic rhythm with some accuracy.</li> <li>➤ Most children will help compose and perform a cyclic rhythm.</li> <li>➤ Some children will compose and perform a cyclic rhythm with accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lesson PowerPoint</li> <li>➤ 'Great Big House in New Orleans' Video (PP Slide 5)</li> <li>➤ 'Great Big House in New Orleans' Lyrics and Audio Clip (PP Slide 6)</li> <li>➤ Musical Notation (PP Slides 7-8)</li> <li>➤ 'Great Big House in New Orleans' Cyclic Rhythms (PP Slide 9)</li> <li>➤ Untuned Percussion Instruments</li> <li>➤ African Cycle Patterns and Instruments (PP Slides 10-11)</li> <li>➤ African Cycle Patterns: Learning the Djun Djun Pattern (PP Slides 12-14)</li> <li>➤ African Cycle Patterns: Learning the African Bell Pattern (PP Slides 15-17)</li> <li>➤ Untuned Percussion Instruments</li> <li>➤ Introducing the Cue (PP Slides 18-19)</li> <li>➤ The Bandleader (PP Slide 20)</li> <li>➤ Composing a Cyclic Pattern (PP Slide 21)</li> <li>➤ Cyclic Rhythm Composition Sheet – see Lesson 6 <b>Printable Resources.</b></li> <li>➤ Performing your Cyclic Rhythms (PP Slide 22)</li> <li>➤ Pupil Self-Assessment Forms (PP Slide 23) <b>See Year 5, Unit 1 Folder</b></li> <li>➤ Next Unit's Knowledge Organisers (PP Slides 27-28)</li> </ul>



**That's Jazz!**

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**Year 5**

**Unit 1**

**Lesson 1**





## Medium Term Plan



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**That's Jazz!**  
**Exploring Pulse and Rhythm**

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	<ul style="list-style-type: none"> <li>➤ 'Happy' body percussion activity.</li> <li>➤ Introduce jazz by looking at the state of Louisiana and watching a video explaining what jazz is.</li> <li>➤ Learn about ragtime and and listen to 'The Entertainer' by Scott Joplin.</li> <li>➤ Compare the structure of 'The Entertainer' with that of a pop song.</li> <li>➤ Do the 'Entertainer' body percussion activity.</li> <li>➤ Discuss the musical notes for duration.</li> <li>➤ Hand out untuned percussion instruments and replay the 'Entertainer' body percussion video focussing on reading and beating the musical notes, not doing the actions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All children will be introduced to the concept of jazz.</li> <li>➤ 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'.</li> <li>➤ Some children will be able to discuss 'The Entertainer' using musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lesson PowerPoint</li> <li>➤ 'Happy' Body Percussion Activity (PP Slides 5-6)</li> <li>➤ Introducing Jazz - Background Information and Context, including Maps and Videos (PP Slides 7-11)</li> <li>➤ Knowledge Organisers Visuals (PP Slides 12-15)</li> <li>➤ Ragtime Background Information and Context (PP Slide 15)</li> <li>➤ 'The Entertainer' Short Clip (PP Slide 16)</li> <li>➤ Scott Joplin Background Information and Context (PP Slides 17-18)</li> <li>➤ 'The Entertainer' Short Clip (PP Slide 19)</li> <li>➤ Listening Log (PP Slide 20) <i>See Lesson 1 Printable Resources</i></li> <li>➤ Looking Deeper into Joplin's 'The Entertainer' (PP Slides 21-22)</li> <li>➤ The Entertainer – Body Percussion/Play Along Video (PP Slides 23,25)</li> <li>➤ Musical Notation (PP Slide 24)</li> <li>➤ Untuned Percussion Instruments</li> </ul>





**Learning Objective(s):** All children will learn about the origins of jazz.

**Learning Outcomes:** 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.

	Time	Content and Teaching	Differentiation/Extension	Evaluation/Notes
Main Content	25 Mins – 30 Mins	<p><b><u>Introducing Jazz (PP Slides 7-11)</u></b></p> <ul style="list-style-type: none"> <li>➤ Explain that in this unit the children will be studying jazz (PP Slide 7).</li> <li>➤ Jazz is an umbrella name for many different types of music, in the same way that pop music includes rock ‘n’ roll, rap, and techno or classical music includes baroque, film music and Avant Garde.</li> <li>➤ There are many different styles of jazz music including big band and swing, bebop, and ragtime, to name a few.</li> <li>➤ Jazz first originated in the African-American communities of New Orleans in the American state of Louisiana.</li> <li>➤ Ask the children whether they can find the USA on a map (PP Slide 8).</li> <li>➤ Challenge the children to find Louisiana (PP Slide 9)</li> <li>➤ Play the video giving context to New Orleans (PP Slide 10).</li> <li>➤ Ask the children what they know about jazz. Play the video on PP Slide 11 which explains information and detail about what jazz is.</li> </ul> <p><b><u>Knowledge Organisers (PP Slides 12-14)</u></b></p> <ul style="list-style-type: none"> <li>➤ Hand out the knowledge organisers for this unit.</li> <li>➤ Discuss these with the children using PP Slides 12-14.</li> <li>➤ Explain that these knowledge organisers contain all information that the children will need to know be successful in this unit.</li> <li>➤ They can refer to them at any time and use them to help cement their knowledge and understanding.</li> <li>➤ One copy should stay in school in the children’s music books, whilst a second copy is sent home to share with parents.</li> </ul> <p><b><u>Introducing Ragtime (PP Slides 15-20)</u></b></p> <ul style="list-style-type: none"> <li>➤ Explain that one of the first types of jazz was ragtime (PP Slide 15).</li> <li>➤ Ragtime is almost like a cross between classical music and jazz. It was wholly notated like classical music and did not feature improvisation unlike later jazz.</li> <li>➤ It was written for piano, but later incorporated a full orchestra as well.</li> <li>➤ Pieces of ragtime music are called ‘rags’.</li> <li>➤ One of the most famous rags is ‘The Entertainer’ by Scott Joplin.</li> <li>➤ As this is probably the most famous rag, play a brief clip of ‘The Entertainer’ to see if the children know this rag (PP Slide 16).</li> <li>➤ Explain that Scott Joplin born Tuesday 24th November 1868 in Texarkana, Texas (PP Slide 17).</li> </ul>		

	Time	Content and Teaching	Differentiation/Extension	Evaluation/Notes
Main Content, cont.	25 Mins – 30 Mins	<ul style="list-style-type: none"> <li>➤ Joplin was an ex-railroad worker, (someone who built railway tracks by hand in harsh weather conditions,) who decided to follow his dream of being a successful composer and musician.</li> <li>➤ Because of the fame achieved for his ragtime compositions, he was dubbed the "King of Ragtime." During his brief career, he wrote over 40 original ragtime pieces, one ragtime ballet, and two operas.</li> <li>➤ Written in 1902, 'The Entertainer' is a typical piece of ragtime music – medium tempo (speed) with tricky and technical passages (PP Slide 18).</li> <li>➤ This was released before vinyl records, cassettes, CDs or downloads were first invented and was released as sheet music for people to play themselves. It was a huge hit and rocketed ragtime into the mainstream.</li> <li>➤ Play 'The Entertainer' by Scott Joplin (PP Slide 19). As the children are listening to this, they should fill out their listening logs - found in <b>Lesson 1 Printable Resources</b> and on PP Slide 20.</li> </ul> <p><b>Looking Deeper into Joplin's 'The Entertainer' (PP Slides 21-23)</b></p> <ul style="list-style-type: none"> <li>➤ Explain that unlike a modern-day pop song's verse, chorus, verse chorus structure (with a possible middle 8 before a final verse and chorus – such as in 'Please Please Me' by the Beatles, studied in Year Four), Joplin's 'The Entertainer' follows a more classical music approach (PP Slide 21).</li> <li>➤ In classical music, each new section is given a letter starting with the letter A.</li> <li>➤ 'The Entertainer' follows this structure: Introduction, AA, BB, A, CC, 2<sup>nd</sup> Introduction, DD (PP Slide 22).</li> <li>➤ This will become clearer during the course of the following body percussion activity which divides the video into these sections.</li> <li>➤ As with the earlier body percussion activity, if the children are struggling on a particular section, rehearse this before continuing. Do not just run through this, as the children will be using this video in the plenary.</li> </ul>		
Plenary	10 Mins – 15 Mins	<p><b>Playing Along to 'The Entertainer' (PP Slides 24-25)</b></p> <ul style="list-style-type: none"> <li>➤ Display the notes on PP Slide 24 and ask the children to tell you what the values are.</li> <li>➤ Hand out untuned percussion instruments and work through 'The Entertainer' following the musical notes this time, not the body percussion symbols (PP Slide 25).</li> <li>➤ You may have to stop several times to practise certain sections. They will probably speed up on the semiquaver sections.</li> <li>➤ One extension to this activity could be splitting the class up into four groups (A, B, C, and D) and they play their section only. This way you could set up a challenge of who will be the best group. If possible, you could even have each section played by a different type of instrument, e.g. woods or skins, etc.</li> </ul>		



# Listening Log



Today's date: \_\_\_\_\_

Name of Rag: **The Entertainer**

Composer: **Scott Joplin**

What instrument is this played on? \_\_\_\_\_  
\_\_\_\_\_

What type of music is this piece?

Bebop  Ragtime  Rock'n'Roll

Describe the atmosphere this piece create? How does it make you feel? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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Today's date: \_\_\_\_\_

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Describe the atmosphere this piece create? How does it make you feel? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## That's Jazz! Exploring Pulse and Rhythm

### Year 5, Unit 1 - Lesson 1



<b>School Name:</b>		<b>Teacher Name:</b>	
<b>Class Name:</b>		<b>Date:</b>	




### Strategies for Next Lesson

#### Lesson Assessment

<b>Lesson Objective:</b>	All children will learn about the origins of jazz.	<b>Lesson Objective Achieved:</b>	
<b>Teacher Assessment/Comments</b>			

Learning Outcomes		Teacher Assessment/Comments	
All children will	be introduced to the concept of jazz.	Outcome Achieved	
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'.	Outcome Achieved	
Some children will	be able to discuss 'The Entertainer' using musical vocabulary.	Outcome Achieved	

# That's Jazz! Exploring Pulse and Rhythm

			
I understand that jazz originally came from New Orleans in the United States of America.			
I understand that there are lots of different types of jazz music.			
I can name most of the instruments that commonly play jazz music.			
I understand the difference between pulse and rhythms.			
I understand what cyclic rhythm patterns are.			
I could play a three part cyclic rhythm pattern mostly accurately and in time with others.			




Is there anything else you want to mention? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# That's Jazz! Exploring Pulse and Rhythm

			
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Is there anything else you want to mention? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_