



That's Jazz!

Exploring Pulse and Rhythm

Year 5

Unit 1

Lesson 1



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"> ➤ '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. 	<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ 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 Visuals (PP Slides 12-15) ➤ 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) <i>See Lesson 1 Printable Resources</i> ➤ 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





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><u>Introducing Jazz (PP Slides 7-11)</u></p> <ul style="list-style-type: none"> ➤ Explain that in this unit the children will be studying jazz (PP Slide 7). ➤ 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. ➤ 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. ➤ Ask the children whether they can find the USA on a map (PP Slide 8). ➤ Challenge the children to find Louisiana (PP Slide 9) ➤ Play the video giving context to New Orleans (PP Slide 10). ➤ Ask the children what they know about jazz. Play the video on PP Slide 11 which explains information and detail about what jazz is. <p><u>Knowledge Organisers (PP Slides 12-14)</u></p> <ul style="list-style-type: none"> ➤ Hand out the knowledge organisers for this unit. ➤ Discuss these with the children using PP Slides 12-14. ➤ Explain that these knowledge organisers contain all information that the children will need to know be successful in this unit. ➤ They can refer to them at any time and use them to help cement their knowledge and understanding. ➤ One copy should stay in school in the children’s music books, whilst a second copy is sent home to share with parents. <p><u>Introducing Ragtime (PP Slides 15-20)</u></p> <ul style="list-style-type: none"> ➤ Explain that one of the first types of jazz was ragtime (PP Slide 15). ➤ 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. ➤ It was written for piano, but later incorporated a full orchestra as well. ➤ Pieces of ragtime music are called ‘rags’. ➤ One of the most famous rags is ‘The Entertainer’ by Scott Joplin. ➤ 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). ➤ Explain that Scott Joplin born Tuesday 24th November 1868 in Texarkana, Texas (PP Slide 17). 		

	Time	Content and Teaching	Differentiation/Extension	Evaluation/Notes
Main Content, cont.	25 Mins – 30 Mins	<ul style="list-style-type: none"> ➤ 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. ➤ 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. ➤ Written in 1902, 'The Entertainer' is a typical piece of ragtime music – medium tempo (speed) with tricky and technical passages (PP Slide 18). ➤ 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. ➤ 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 Lesson 1 Printable Resources and on PP Slide 20. <p>Looking Deeper into Joplin's 'The Entertainer' (PP Slides 21-23)</p> <ul style="list-style-type: none"> ➤ 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). ➤ In classical music, each new section is given a letter starting with the letter A. ➤ 'The Entertainer' follows this structure: Introduction, AA, BB, A, CC, 2nd Introduction, DD (PP Slide 22). ➤ This will become clearer during the course of the following body percussion activity which divides the video into these sections. ➤ 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. 		
Plenary	10 Mins – 15 Mins	<p>Playing Along to 'The Entertainer' (PP Slides 24-25)</p> <ul style="list-style-type: none"> ➤ Display the notes on PP Slide 24 and ask the children to tell you what the values are. ➤ Hand out untuned percussion instruments and work through 'The Entertainer' following the musical notes this time, not the body percussion symbols (PP Slide 25). ➤ You may have to stop several times to practise certain sections. They will probably speed up on the semiquaver sections. ➤ 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. 		