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| **Lesson Title:** developing spontaneity  | **Lesson no:** 2/5 |
| **Organisation of learning:**Large screen, PC for playing video, instruments for students (including at least one chordal instrument e.g. keyboard or guitar) |
| **Learning objectives*** Introduce the idea of rearranging the more rigid patterns from the previous lesson in creative and spontaneous ways
* Introduce the idea of removing notes from the patterns played, and thus use silence for expressive effect
 | **Intended learning outcomes*** The ability to mix up the order of a basic arpeggiated pattern over a chord (e.g. arpeggio of C major over the chord of C major)
* The ability to begin a phrase at different points within the bar (i.e. not always on 1st beat) and miss notes out of the pattern while maintaining good rhythm
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| **Introduction*** Teacher presents learning objectives
* Watch Stage 2 video up to 2:32

**Development part 1*** Teacher demonstrates the idea of playing the notes C, E and G over a chord of C major, and then spontaneously rearranging the order of notes. Can be done on a keyboard either alone or with a more competent student assisting the demonstration on their own instrument.
* Students come up with *one* pattern over a chord of C major; either in groups of 3 and one in groups of 4. Can choose from the notes C, E and G in one *or multiple* octaves as in previous lesson. They will then practice playing their pattern backwards and making random rearrangements of their chosen notes.

Can either be done alone on a keyboard or with students pairing up (one playing chords on keyboard/guitar and the other soloing) and switching roles halfway through the exercise.**Development part 2*** Watch Stage 2 video from 2:32 to end.
* Students practice beginning their patterns at various points during the bar; then, practice missing notes out from their pattern and investigating how they can use silence in creative ways.
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| **Extension**More advanced students can try this over an entire chord progression e.g. the one shown in the video, or a 12 bar blues pattern.  |
| **Assessment**Confident students can demonstrate their pattern to the rest of the class, either alone or accompanied by a classmate or the teacher. |