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| **Lesson Title:** diversify your playing | **Lesson no:** 3/5 |
| **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 identifying phrasing characteristics from different musical genres, and incorporating them into one’s own playing. | **Intended learning outcomes**   * The ability to hear and express the differences between instrumental solos from contrasting genres * The ability to imitate the characteristics identified above as the student improvises |
| **Introduction**   * Teacher presents learning objectives * Watch Stage 3 video up to 2:02   **Development part 1**   * Teacher shows a short excerpt of improvisation from three genres of their own choice. This can either be their own playing on an instrument, or from videos/recordings. * For each excerpt, teacher asks the students the same series of questions detailed in the video:   What mood is conveyed? What features can we identify within the phrases (short/long, fluid/choppy, straight/syncopated)? Where in the bar do phrases tend to come in and out? What sort of intervals does the improviser favour?  **Development part 2**   * Watch Stage 3 video from 2:02 to end. * Students split into three groups and are assigned one of the teacher’s chosen genres from part 1. They must collaborate on coming up with a solo over 4 bars of the chord C major, based on their answers to the questions in part 1. | |
| **Extension**  More advanced students can try this over an entire chord progression e.g. the one shown in the video (A minor D minor E major A minor), or a 12 bar blues pattern. | |
| **Assessment**  Each group is to nominate two of their members to perform their solo to the class – one improvising and the other accompanying. | |
| **Homework**  Students are to choose a genre and make a single A4 page describing the characteristic features of their chosen style, and how to incorporate said features into one’s playing. The document should aim to be a brief guide for fellow musicians, e.g. “How to play a Bebop solo”. | |