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| **Lesson Title:** breaking the rules | **Lesson no:** 4/5 |
| **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 emphasising notes that clash with the soloist’s accompaniment, so that they can be resolved * Introduce the idea of playing with free rhythm and then getting back in sync with the accompaniment. | **Intended learning outcomes**   * The ability to successfully resolve a harmonic clash during an improvised phrase * The ability to briefly improvise a-rhythmically and successfully rejoin the flow of the accompaniment |
| **Introduction**   * Teacher presents learning objectives * Watch Stage 4 video up to 2:31   **Development part 1**   * Students to either work individually or pair off into accompanist (guitar/piano) and soloist who will swap roles halfway through the exercise.   They are to work with a two chord progression – 4 bars of C major, 4 bars of A minor. Within each chord, they must improvise using a clash and a resolution. They must decide how long to clash for, and at what point they will introduce the resolution.  **Development part 2**   * Watch Stage 4 video from 2:32 to end. * Students will repeat the exercise from part 1 (same chord progression), but will now use free rhythm instead of harmonic clashes. They must decide at what point during the phrase they will drop back into strict time with the accompaniment. | |
| **Extension**  More advanced students can try to incorporate both the harmonic clash and the a-rhythmic aspect into one solo over the given chord progression. They can also experiment with making “ugly” sounds with their instrument as they improvise. | |
| **Assessment**  More confident students may demonstrate one or both of their solos to the class. | |