|  |  |
| --- | --- |
| **Lesson Title:** taking things further | **Lesson no:** 5/5 |
| **Organisation of learning:**  Large screen, PC for playing video, facility for students to access the internet individually | |
| **Learning objectives**   * Give students the tools to further develop the skills they have begun to use in stages 1 to 4 * Introduce the idea of listening to music actively, as a tool for improving one’s own abilities | **Intended learning outcomes**   * Each student to have a plan for how to develop their improvisation skills further, according to their own current skill level * Gaining an understanding of creative visualisation in the context of musical improvisation |
| **Introduction**   * Teacher presents learning objectives * Watch Stage 5 video up to 1:08   **Development part 1**   * Students to spend an allotted amount of time searching online for a selection of jam tracks to improvise to in their own time. They should aim for five – three at their current skill level and two that would pose more of a challenge.   **Development part 2**   * Watch Stage 5 video from 1:08 to end. * Students to write down what they consider to be their preferred genres of music when listening for pleasure (up to 3). * Students to then spend an allotted amount of time searching online for five pieces of music from outside the above specified genres, and note down three distinguishing features that set their newly discovered music apart from what they usually listen to. | |
| **Extension**  More advanced students can choose an instrument other than their own, and search for three examples of improvisation on said instrument in a particular genre (e.g. a classical violinist looks for three jazz saxophone solos) and notes down as many distinguishing features of what they have discovered as possible. | |
| **Homework**  Students are to choose one of their newly-discovered pieces of music and further research the genre to which it belongs. They can then write a one A4 page “new listener’s guide” to the outstanding features and major artists/composers of the genre, and advice for fellow musicians wishing to emulate the style. | |