

Los Angeles Unified School District – Arts Education Branch Elementary Music Instruction Guide

Module 1: Making Music with Singing and Playing

Module 2: Learning the Written Language of Music

Module 3: Learning About Music in Our Community and World

Module 4: Expressing Ideas and Feelings Through Music”

Grade 5 Theme	Music is a pathway to human understanding.	
Enduring Understanding	<p>Music, performed alone or with others, is a pathway for self-expression.</p> <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • What are ways that musicians express themselves when performing music? • What kind of understandings can a person gain from a music performance, as a performer and as a member of the audience? 	
California Standards Addressed	1.6	Identify and describe music forms including theme & variations and twelve-bar blues.
	2.3	Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.
	3.3	Sing and play music from diverse cultures and time periods.
Sample Performance Task	<p>Write original lyrics to a 12-bar blues song. With a small group, play the I, IV, V chord progression of the 12-bar blues on melodic instruments while your class sings the song.</p> <p><u>Suggested Rubric:</u></p> <ul style="list-style-type: none"> • Original lyrics “fit” in a 12-bar blues song. • Sing your original lyrics to the 12-bar blues song with accurate pitch and rhythm. • Chord progressions are played accurately, with correct rhythm and timing while class sings. 	

DEVELOPING CONCEPTS

1. HISTORY AND DEVELOPMENT OF THE 12-BAR BLUES: <i>We can get a deeper connection to music by exploring its history and development.</i>		
<i>Knowledge</i>		<i>Skills</i>
<p>Form</p> <ul style="list-style-type: none"> • Call & Response • Solo/Chorus • 12-bar blues <p>Timbre</p> <ul style="list-style-type: none"> • Vocal styles in African songs, work songs, spirituals, hymns, 12-bar blues. • African instruments, traditional instruments used to play the 12-bar blues. <p>12-Bar Blues Field hollers Bar/Measure Hymn Blue Notes Spiritual Call and Response Stanza Syncopation</p>	<ul style="list-style-type: none"> • Sing culture-specific styles such as songs from Africa, work songs, spirituals, hymns, and 12-bar blues music, with appropriate expression and tone quality. • Perform creative movements while exploring concepts of rhythm, melody and the 12-bar blues form. • Identify the 12-Bar blues form. 	
SUGGESTED STEPS		
Sources: (5 th Grade Books, unless otherwise stated) MM=Making Music: 2008 California Edition STM=Share the Music, MC=Music Connection Lomax Recordings =LR- http://memory.loc.gov/cgi-bin/query/S?ammem/lomaxbib:@field(SUBJ+@od1(Work+songs))		
FOCUS	SOURCE	SONGS/ACTIVITIES
<p>Learn about the development of 12-bar blues form</p> <ul style="list-style-type: none"> • Students create a personal timeline by writing a memorable event on one line of paper for each year of their life. Later refer to their timeline in a discussion to discover connections between their personal development and the development of the 12-bar blues. • Listen to music, sing songs and play games that teach and reinforce the history and development of the 12-bar blues. Include African songs, European hymns, work songs, spirituals, and 12-bar blues songs (See reference section - Approximate History: 12-bar blues) • Note the role <i>call and response</i> plays in the songs. Highlight this as an important characteristic. • Define <i>bar</i> then guide students to identify and count the 12 bars in a 12-bar blues 	<p>MM MM MM2 MM4 STM2</p> <p>MM MM MM MM</p> <p>MM MM</p> <p>LR Other MM MM2</p> <p>MM</p>	<p>African Folk Songs</p> <ul style="list-style-type: none"> • <i>Funwa Alafia (West Africa)</i> • <i>Ye jaliya da (West Africa)</i> • <i>Che che koolay (Ghana)</i> • <i>Tina singu (South Africa)</i> • <i>Tue, Tue (Ghana)</i> <p>African American Spirituals</p> <ul style="list-style-type: none"> • <i>This Train</i> • <i>Go Down Moses</i> • <i>Ev'ry Time I Feel the Spirit</i> • <i>Down by the Riverside</i> <p>American Hymns</p> <ul style="list-style-type: none"> • <i>The Promised Land</i> • <i>Amazing Grace (Listening)</i> <p>Work Songs</p> <ul style="list-style-type: none"> • <i>Pick a Bale of Cotton</i> • <i>Jump Down Spin Around- (Belafonte)</i> • <i>Pay Me My Money Down</i> • <i>Go Around the Corn Sally</i> •

song.	MM MM4	12-Bar Blues <ul style="list-style-type: none"> • <i>Good Mornin' Blues</i> • <i>St Louis Blues</i> • <i>Joe Turner Blues</i>
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2. PLAYING THE 12-BAR BLUES: *We can show our music skill as well as express our emotions through the way we sing and play.*

<i>Knowledge</i>	<i>Skills</i>
Chord Chord progression Chord sequence Bar/measure Harmony: Major chords I, IV, and V in Keys C, G & F	<ul style="list-style-type: none"> • Play accompaniments with the I, IV, V harmonic progression in the 12-bar blues form. • Play culture-specific styles, African, work songs, spirituals, hymns, 12-bar blues. • Read and play chord diagrams for the 12-Bar Blues. • Play the 12-Bar Blues chord progression in major keys C, G & F.

SUGGESTED STEPS

Sources: (5th Grade Books, unless otherwise stated)
 MM=Making Music: 2008 California Edition, STM=Share the Music

FOCUS	SOURCE	SONGS/ACTIVITIES
Playing the 12-Bar Blues 1. Students learn about chords and recognize the 12-bar blues chord progression <ul style="list-style-type: none"> • Guide students in activities to build and play chords using the letters of the music alphabet as their guide. • Guide students in listening, movement, music games and other activities to teach and reinforce the <i>12-bar-blues chord progression</i>. • Highlight the 12-bar-blues chord progression <i>as</i> an important characteristic. 2. Students learn to play a 12-bar blues accompaniment <ul style="list-style-type: none"> • Teach students to play the I, IV and V chords on melodic instruments in the keys of C, F, & G. 	MM MM MM4 STM STM	<i>Good Mornin' Blues</i> <i>St. Louis Blues</i> <i>Joe Turner Blues</i> Resource Book: All in a Chord Lesson Recorded Lesson: Identification of I-IV-V Chords

<ul style="list-style-type: none"> • Guide students in creative participation activities where students generate original works of art playing chord progressions such as: <ul style="list-style-type: none"> ○ Student conductors lead. ○ Play chords in rhythm patterns. • Lead students to play the 12-bar blues chord progression to accompany a song. Divide the class with one group playing and the other singing, then switch. 		
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3. WRITING: 12-BAR BLUES LYRICS: <i>Lyrics combine with music to express our unique feelings.</i>	
<i>Knowledge</i>	<i>Skills</i>
Lyrics How music can express the meaning of words	<ul style="list-style-type: none"> • Write lyrics on a given subject. • Sing new lyrics for a known song.
SUGGESTED STEPS Sources: (5 th Grade Books, unless otherwise stated) MM= <u>Making Music</u> : 2008 California Edition, STM=Share the Music	

FOCUS	SOURCE	SONGS/ACTIVITIES
Writing 12-Bar Blues Lyrics 1. Learn about the lyrics in 12-bar blues <ul style="list-style-type: none"> • Listen to a 12-bar blues song while focusing on the lyrics, then learn the song. • Discover that traditional 12 bar blues lyrics reflect stories and emotions about a problem or something someone is sad about. Highlight this as an important characteristic. 2. Write new lyrics for a known 12-bar blues song <ul style="list-style-type: none"> • Pick a Subject to write about. • Guide students to write new lyrics that will “fit” the music of the song. (See Reference section, <u>Writing 12-Bar Blues Lyrics</u>) • Sing the song with the new lyrics. 	MM MM MM4 STM STM	<i>St Louis Blues</i> <i>Good Mornin’ Blues</i> <i>Joe Turner Blues</i> Writing Blues Lyrics - T.E p. 261 Resource Book-Resource Master 6-8

<p>3. Practice the song with the new lyrics</p> <ul style="list-style-type: none"> • Select volunteers to sing new lyrics as a solo or in a small group while the remainder of the class plays the accompaniment. • Divide the class into small groups. Guide each small group to play the I, IV, V chord progression of the 12-bar-blues on melodic instruments while the remainder of the class sings original lyrics to the song 		
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4. INFLUENCE OF THE 12-BAR BLUES: *The 12-bar blues has greatly influenced music in the United States.*

<i>Knowledge</i>	<i>Skills</i>
Improvisation Scat Jazz Swing Rock and Roll	Improvise melodies over 12-bar blues chord progression.

SUGGESTED STEPS

Sources: (5th Grade Books, unless otherwise stated) MM=Making Music: 2008 California Edition
 STM=Share the Music, MC=Music Connection, CZ-=Circle Round the Zero

FOCUS	SOURCE	SONGS/ACTIVITIES
<p>Influence of the 12-Bar Blues</p> <ul style="list-style-type: none"> • Listen to examples of blues improvisation, vocal and instrumental. Define improvisation and scat. • Improvise melodic patterns. (vocal and/or instrumental) • Improvise melodic patterns over the 12-bar blues chord progression. (vocal and/or instrumental) • Highlight improvisation as an important characteristic. • Discuss ways that musicians use improvisation to express their emotions when performing. <ul style="list-style-type: none"> ○ Give examples of improvisation heard in various music selections in and out of class. 	CZ MM MM MM Other Other Other MM MM	<p>Scat, Improvisation</p> <ul style="list-style-type: none"> • <i>Coom-a-lot-ee-Call and Response Chant</i> <p>Blues (not 12-Bar Blues)</p> <ul style="list-style-type: none"> • <i>Basin Street Blues</i> <p>Rock and Roll</p> <ul style="list-style-type: none"> • <i>Rock Around the Clock</i> • <i>Hound Dog</i> • <i>Hound Dog</i> (Listening) <ul style="list-style-type: none"> ○ Sweet Mama Thornton ○ 12-Bar Blues <p>Popular</p> <ul style="list-style-type: none"> • <i>Batman</i> (12-bar-blues progression) • <i>Bunny Hop</i> (12-bar-blues “<i>)</i>) • <i>I Believe I Can Fly</i> • <i>There’s a Place</i>

