

### Lesson Plan Template

**Name:** Thomas B

**Date:** 4/6/25

**Grade:**

**Homeroom Teacher (if elementary school):**

**Unit Title:** Jazz

**Lesson Title:** Improvising

**Lesson #:** 1

**Time:** 15 minutes

#### **Unit Objective:**

What do you expect students to know at the end of this unit?

- Students will be able to demonstrate and understand how to play different chords
- Students will be able to improvise over a 12 bar blues

#### **Lesson Objective:**

Students will be able to demonstrate knowledge of improvisation by improvising over a chorus of tenor madness

#### **Essential Learning Outcomes (ELOs):**

Which of the following ELOs will students develop through this lesson?

1. Critical and creative thinking
2. Quantitative literacy
3. Information literacy
4. Written and oral communication
5. Integrative and applied learning
6. Inquiry and analysis
7. Program competency
8. Creative problem solving
9. Teamwork
10. Civic knowledge and engagement
11. Intercultural knowledge and competence
12. Ethical reasoning and action
13. Foundations and skills for lifelong learning

#### **National Core Arts Standards:**

What standards will this lesson support?

(MU: Pr4.2.7) b - When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

(MU: Pr6.1.7) a - Perform the music with technical accuracy and stylistic expression to convey the creator's intent.

#### **Assessment:**

How will you measure enduring understanding? What tools will you use?

| <p>I will work with students individually to ensure that everyone has an understanding of what is expected to happen. I will play a variety of songs that they could get inspiration from in order to accomplish the goals. Students will evaluate how they felt about the improvisation and any critiques they had for their work</p>   |            |
|--|------------|
| <p><b>General Description:</b></p> <p>Students will listen to the intro of “Three O’Clock Blues” by B.B. King featuring Eric Clapton. We will then talk about what is notable about the opening improvisation in the song. Students will then improvise all at the same time on their own to a backing track. If students are comfortable, they can show off what they have been working on while the backing track is playing. As a group we will play a twelve bar blues live while improvising one after the other.</p>   |            |
| <p><b>Materials:</b></p> <p>List all the materials that you will need for this lesson:</p> <ul style="list-style-type: none"> <li>-Keyboard</li> <li>-Acoustic Guitars</li> <li>-Bass</li> <li>-Drum kit</li> <li>-Projector</li> <li>-<a href="#">Slideshow</a></li> </ul>  |            |
| Content  | Timing     |
| <p><u>Introduction</u></p> <p>How are you going to introduce the material for today’s lesson? Make a list:</p> <ul style="list-style-type: none"> <li>● Introduce the agenda for today</li> <li>● Introduce the song</li> </ul>  | 5 minutes  |
| <p><u>Block 1</u></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>● We will listen to the recording of Three O’Clock Blues</li> <li>● We will then listen to the solos in the song a few times <ul style="list-style-type: none"> <li>○ Students will share out what they liked or disliked about a particular solo</li> </ul> </li> </ul> <p><b>Imitating</b></p> <ul style="list-style-type: none"> <li>● We will play along at the same time to the backing track all at the same time</li> <li>● We will then have one or two students play an improvised section they are proud of</li> </ul> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>● We will then vamp a 12-bar blues and improvise over it one at a time</li> </ul> | 15 Minutes |
| <p>Content Modification</p> <ul style="list-style-type: none"> <li>● If students are having a hard time improvising more time will be given</li> </ul>   |            |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>● If students are having a hard time improvising, they will be able to work with peers to come up with ideas</li> <li>● If students are having difficulty improvising, we will work on individual 4-bar phrases at a time. <ul style="list-style-type: none"> <li>○ Once we can play these four bars at a time, we can work on connecting them.</li> </ul> </li> </ul> |  |
| Content Extension <ul style="list-style-type: none"> <li>● If students are improvising comfortably we can play along to a funk backing track</li> <li>● If students are improvising well and confidently, then we will trade fours with each other</li> </ul>   |  |
| <u>Block 2</u> <ul style="list-style-type: none"> <li>○</li> </ul>  |  |
| Content Modification  |  |
| Content Extension   |  |
| <u>Block 3</u>  |  |
| Content Modification  |  |
| Content Extension   |  |
| <u>Block 4</u><br>,   |  |
| Content Modification  |  |
| Content Extension   |  |
| <b>5-minute warning to clean up</b>   |  |
| Clean up  |  |
| <b><u>Exit ticket (optional):</u></b>   |  |
| <b>Assessment of students as a group (How did they do today?):</b>  |  |
| <b>Self-assessment (How did I do today?):</b>   |  |
| <b>Plans for next lesson:</b>   |  |