

Lesson Plan

Lesson Title: Learning and Improvising Over the 12 Bar Blues

Class: High School Jazz Band Grades 9-12

Standards: TEKS High School Level 1-4, **Creative expression.**

The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an increasing level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive, affective, and psychomotor skills.

The student is expected to:

1. **demonstrate** mature, characteristic sound appropriate for the genre;
2. **refine** and **apply** psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques;
3. **demonstrate** rhythmic accuracy using appropriate tempo;
4. **demonstrate** observance of key signatures and modalities;
5. **demonstrate** correct intonation, appropriate phrasing, and appropriate dynamics; and
6. **create** and **notate** or **record** original musical phrases at an appropriate level of difficulty.

Learning Outcomes: The student will be able to:

1. **recognize** by listening or notation the 12 bar blues progression;
2. **perform** triads and major and minor sevenths over the 12 bar blues progression; and
3. **create** and **perform** simple solo melodies based on the chord structure of the 12 bar blues progression using notation or memory.

Assessment Evidence: Students will be allowed to play with blues recordings, computer programs and a live rhythm section to check for understanding of lesson content.

Prior Knowledge and Skills: Students should have knowledge of the major scales, minor scales, and blues scales in every key. Students should have stylistic knowledge of rhythm and articulations of blues music.

Materials: Students will utilize:

Series: [Jamey Aebersold Play-A-Long VOLUME 42 - BLUES IN ALL KEYS](#)
ISBN-13: 978-1-56224-200-8, ISBN-10: 1-56224-200-8, UPC-A: 635621000421.

Series: Jamey Aebersold Play-A-Long *VOLUME 2 - NOTHIN' BUT BLUES*
ISBN-13: 978-1-56224-128-5, ISBN-10: 1-56224-128-1, UPC-A: 635621000025.
Books and CD available at <http://www.jazzbooks.com> or <https://www.amazon.com>

iReal Pro Music Application for Mac devices. <http://irealpro.com>

Audacity for Mac or PC. <http://www.audacityteam.org>

The Real Book – Volume I, C, Bb, Eb, Bass, or Vocal Editions, Series: *Real Book Series*,

Publisher: Hal Leonard. <http://www.halleonard.com>

<https://www.youtube.com>

<http://www.apple.com/itunes>

Learning Activities: Using youtube.com, students will watch and listen to blues performances.

After listening to style and chord progression, the students will then learn the chord progression for simple blues. Students will use the Bb major scale and find the root triad (I), the fourth triad (IV), and the fifth triad (V). They will learn the major seventh notes to build these chords (I, IV), and the Dominant seventh (V7). Students will use the following measure progression where each Roman numeral = a measure:

(I), (I), (I), (I), (IV), (IV), (I), (I), (V7), (IV), (I), (I).

Students will be able to write their own progression using iReal pro for practice. If students do not have access to Macintosh equipment, then they can use Audacity to record the rhythm section playing a 12 bar blues pattern. Students may also use YouTube videos featuring Jamey Aebersold's recordings or the CD's, which come with the Aebersold books. Aebersold tracks are also for sell on iTunes.

Once students have a concept of how the blues progression sounds and looks, they will be asked to perform simple rhythms on the root of each chord structure for that individual measure using the analysis above. After students have a feel for the progression, they will then outline the chords by each measure progression. For (I), Bb,D,F,A. for (IV) Eb, G, Bb, D, and for the (V7) F,A,C,Eb. Playing out the four primary notes in the correct measures will help them to hear the progression and which notes are important that match the key. Students will then begin playing short melodies making sure to stay in key by each measure and utilizing the basic chord structure for each progression.

The teacher will monitor students' progress. Each student will perform with the rhythm section during class and be evaluated by their peers and the teacher. If students need more practice, they may continue using the CD's, iReal Pro, or Audacity recordings.

After becoming familiar and being able to perform simple melodic solos, students will have access to the Real Book Volume I from Hal Leonard music. Students will then be

instructed to find a blues song in Bb Major and learn the head (melody) and improvise a solo over the blues changes. With the rhythm section's help, the student should be able to play the entire song in A, A, B, A form (A = melody, B = solo section). Students will then use this process to learn the 12 major blues progressions.