

Teacher Assessment – Classroom Jazz 1 – Year 5, Unit 2

Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

1 – Listen & Appraise: The Three Note Bossa & Five Note Swing

The children can

- **Identify the structure (Three note Bossa):** Intro tune, lead tune, lead repeated, improvisation, lead.
- **Identify the structure: (Five note Swing):** 8-bar intro, 8-bar tune repeated, middle 8, lead, lead.
- **Identify instruments/voices:** Piano, bass, drums, glockenspiel.

2 – Musical Activities using glocks and/or recorders

The children can play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B.

Improvise in a Bossa Nova style using the notes: G, A + B.

Improvise in a swing style using the notes:

D + E.

D, E, G.

D, E, G, A + B.

3 – Perform & Share

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?

Teacher's Notes



Themes: Jazz, improvisation and Swing.

Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.

What are the 'style indicators' of Bossa Nova and Swing?

How do you know this is Bossa Nova or Swing music? Instruments used etc.? Refer to the Knowledge & Skills documents provided.

Vocabulary: Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo.

Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. **Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.**