The 12 Bar Blues

Mr. Jacob Wright

11-4-18

**Concept: 12 Bar Blues**

In this unit the concept that the 6th grade class will be focusing on is the 12 Bar Blues form. In previous years the students have learned solfege and scale degrees (Do, Mi, Sol, etc.), major scales and modes (Dorian, Mixolydian, etc.), rhythmic patterns and divisions, and different forms for music including AB and ABA forms. These are just a few of the main concepts that the students will have prior knowledge of. Attached to this document will be the full scope and sequence for all grade levels K-6, as well as the National Standards for K-8. \*

**Pre-Assessment:**

Pre-Assessment Exercise

For the pre-assessment activity, I will play 3 songs for the class, (or three short excerpts of songs), and in some way i.e. verbal, written or physical (raised hand) the students will identify the form of the song. I will then play the songs a second time, and ask the students to identify how long each phrase is (4 or 8 measures). The options for form will be as follows:

* AB
* ABA
* Theme and Variations
* 4 measure phrase
* 8 measure phrase

This will allow me to gauge how well the students can recognize form and how much review we need before we move onto the new concept: 12 Bar Blues. If necessary, time will be spent reviewing different forms and phrase lengths. In blues, phrase length and form can get confusing because younger students are so used to 4 or 8 bar phrases and 8 or 16 bar pieces.

***If necessary, time will be spent in class reviewing phrase and form types; the unit plan will be adjusted accordingly.***

**Post-Assessment: Performance**

In this post-assessment, the students will be in small groups or “combos” and will create their own song with melody, harmony, and improvisation. Each group will have access to Orff instruments and drums to create their song. The following criteria and restrictions must be met.

* Concert F (Key)
* 12 Bar Blues (Form)
* Half, Quarter, and Eighth notes (Rhythm)
* Concert F Pentatonic Scale (Notes)
* Every student must participate and perform their tune as a member of the group

The rest is up to the groups, as the teacher I will go between groups and facilitate as needed.

**Concepts Addressed:**

At the 6th grade level, the student’s have a basic understanding of most musical concepts; the time now comes to incorporate multiple things. The following concepts will be addressed:

* Form
* Improvisation
* Melody
* Harmony
* Chords
* Scales

**Cross-Curricular Instruction:**

In this unit on 12 Bar Blues, we will discuss and learn about blues and jazz as music forms and as part of American history. This will directly correlate with the 6th grade U.S. History unit.

**World Music Pedagogy:**

The “Blues” is one of the oldest original music forms in the United States and it stems from African work songs and spirituals that were sung by slave, which never followed a set form or phrase length. The 12 bar form later became formalized, and this form has been a part of every style of music from blues and to rock ‘n’ roll and classical.

**Unit Outline:**

* **Prepare**
  + Blue Monk by Thelonious Monk
  + Johnny B. Goode by Chuck Berry
  + Tenor Madness by Sonny Rollins

In lesson one the chords will be presented in an isolated scenario (each chord is played by itself, not in the form). The students will verbally and visually (raised hand) recognize when a chord changes.

In lesson two lyrics to the tune Johnny B. Goode will be introduced, and a review of the chords in 12 bar blues will take place.

In lesson three students will recognize, learn, and mimic syncopation within the melody. An improvisatory bit will take place as well, giving the students a chance to experiment with boomwhackers playing on the “up-beat”.

**Music 670 “Prepare” Lesson**

**Teacher(s): Mr. Jacob Wright Grade Level: Elementary Date Taught: 9/24/2018**

**Lesson Title: “Blue Monk” Subject: General Music Approx. Time: 30 minutes.**

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| **Lesson Objective** | Students will recognize and verbalize their understanding of the chords in a simple 12 bar blues form. |
| **New & Familiar Vocabulary** | “Chord Progression” (I-IV-V-VI chords) |
| **Assessment/Criteria** | Students will verbally share their understanding of the form, as well as how many chords are in the tune (4 different chords) |
| **Materials/Resources** | * Song * Projector * MP3 of song   **Warm-up: Recording of the song will be played as the students enter the class.** |

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|  | **Est.**  **Time** | **Lesson Activities** | |
|  | 30 min. | What will you say? Name the strategies you will use. What questions will you ask? | What will students do? Must have a variety of engagement strategies. |
| **Beginning**  *Engage* | 5  min. | * Teacher will play the chord progression for the class. (Piano, with metronome/drumset track) | * Students will follow along with the projector, seeing the measure change (playback software to highlight the current measure) |
| **Middle**  *Explain/Explore* | 15 min. | * The teacher will play whole chord progression; students will raise a hand to signify when they hear a chord change. * Phrase by phrase (4 measures) the chord changes will be addressed, allowing the class to hear each chord as it passes. * Whole chord progression will be played for class. With a projection so the students can follow along. | * The teacher will play whole chord progression; students will raise a hand to signify when they hear a chord change. * Phrase by phrase (4 measures) the chord changes will be addressed, allowing the class to hear each chord as it passes. * Whole chord progression will be played for class. With a projection so the students can follow along. |
| **End**  *Extend/Evaluate* | 10 min. | * In small groups (3-4) the class will be given a blank sheet of paper, with each measure separated out (12 bars), as a group they will place the chords in the correct measures. (Chords will be given in a “Matching-Term” format above the form. | * In small groups (3-4) the class will be given a blank sheet of paper, with each measure separated out (12 bars), as a group they will place the chords in the correct measures. (Chords will be given in a “Matching-Term” format above the form. |

**Music 670 “Prepare” Lesson**

**Teacher(s): Mr. Jacob Wright Grade Level: Elementary Date Taught: 9/24/2018**

**Lesson Title: “Johnny B. Goode” Subject: General Music Approx. Time: 30 minutes.**

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| **Lesson Objective** | Students will recognize and verbalize their understanding of the chords in a simple 12 bar blues form.  Students will learn the lyrics to a song set over a 12 bar blues form. |
| **New & Familiar Vocabulary** | “12 Bar Blues”--New |
| **Assessment/Criteria** | Auditory and Visual assessment throughout from teacher |
| **Materials/Resources** | * Song * Lyrics (Printed/projected) * Projector * Music (MP3 of song, will be played a bit slower to facilitate students hearing the words)   **Warm-up: Recording of the song will be played as the students enter the class.** |

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|  | **Est.**  **Time** | **Lesson Activities** | |
|  | 30 min. | What will you say? Name the strategies you will use. What questions will you ask? | What will students do? Must have a variety of engagement strategies. |
| **Beginning**  *Engage* | 5  min. | * Teacher will play song for students * Teacher will ask if any terms were heard that students do not recognize? (gunny-sack, etc.) | * Students will listen to song * Student will listen for terms they do not recognize |
| **Middle**  *Explain/Explore* | 21 min. | * Whole-part-whole strategy will be used to address the lyrics. * Chorus will be addressed first (easiest set of lyrics) * Verses will be addressed * Whole song will be put together (under tempo) | * Whole-part-whole strategy will be used to address the lyrics. * Chorus will be addressed first (easiest set of lyrics) * Verses will be addressed * Whole song will be put together (under tempo) |
| **End**  *Extend/Evaluate* | 4 min. | * The teacher will facilitate the class, as the students sing along with the song. | * Students will perform the song, lyrics will be projected and read as needed. |

**Music 670 “Present” Lesson**

**Teacher(s): Mr. Jacob Wright Grade Level: Elementary Date Taught: 9/24/2018**

**Lesson Title: “Tenor Madness” Subject: General Music Approx. Time: 30 minutes.**

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| **Lesson Objective** | Students will recognize and verbalize their understanding of the chords in a simple 12 bar blues form.  Students will recognize syncopation in a melody. |
| **New & Familiar Vocabulary** | “Up-beat” |
| **Assessment/Criteria** | Students will verbally share where they hear syncopation. |
| **Materials/Resources** | * Song * Projector * MP3 of song   **Warm-up: Recording of the song will be played as the students enter the class.** |

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|  | **Est.**  **Time** | **Lesson Activities** | |
|  | 30 min. | What will you say? Name the strategies you will use. What questions will you ask? | What will students do? Must have a variety of engagement strategies. |
| **Beginning**  *Engage* | 5  min. | * Teacher will play the melody for the class. | * Students will share (by raised hand) if/where they hear syncopation. |
| **Middle**  *Explain/Explore* | 21 min. | * The teacher will sing (rhythm only) a phrase of the song and have the students sing it back (slowly, * Each phrase of the song will be addressed. * In small groups (3-4), students will create a rhythmic melody (no pitches) with syncopation, basing their ideas off the original melody. | * Students will copy the teacher, singing a phrase of the melody. * Each phrase of the song will be addressed. * In small groups (3-4), students will create a rhythmic melody (no pitches) with syncopation, basing their ideas off the original melody. |
| **End**  *Extend/Evaluate* | 4 min. | * Each group will perform their syncopation, (with a simple drumset back track) for the class—12 bar form. | * Each group will perform their syncopation, (with a simple drumset back track) for the class—12 bar form. |

* **Present**
  + Blue Monk by Thelonious Monk

In this portion of the unit, the concept of 12 Bar Blues form will be formally introduced to the students. The students will be exposed to both aural and visual representations of the form, as the teacher performs the 12 Bar Blues with chords. After the first aural presentation, the students will be able to watch the chord progression go by as it is projected for them to see, the teacher will perform again for the class.



**Music 670 “Present” Lesson**

**Teacher(s): Mr. Jacob Wright Grade Level: Elementary Date Taught: 9/24/2018**

**Lesson Title: “Blue Monk” Subject: General Music Approx. Time: 30 minutes.**

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| **Lesson Objective** | Given the song “Blue Monk” students will aurally identify a change in the chords.  Given the song “Blue Monk” students will visually, through colored paper, identify and label each chord change.  Given the notation for the song, students will identify each change in chord. |
| **New & Familiar Vocabulary** | “Chord Progression” (I-IV-V chords) |
| **Assessment/Criteria** | Students will verbally share their understanding of the form, as well as how many chords are in the tune (4 different chords) |
| **Materials/Resources** | * Song * Projector * MP3 of song |

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|  | **Est.**  **Time** | **Lesson Activities** |
|  | 30 min. | What will you say? What will you do? What questions will you ask? |
| ***Engage*** | 10  min. | * Teacher will play a song that involves (I-IV-V) chords. * Teacher will play the chord progression for the class. (Piano, with metronome/drumset track) * “Did you notice something different?” |
| ***Explain/Explore*** | 20 min. | * The teacher will play whole chord progression; this time, students will raise a colored piece of paper when they hear each chord (blue for I, red for IV, and green for V). This symbolically labels the concept. * The sheet music will be projected for the class to see and follow along with, as the teacher plays the chord progression again. * Phrase by phrase (4 measures) the chord changes will be addressed, allowing the class to hear each chord as it passes. * Whole chord progression will be played for class. A highlighted projection will show each change, so the students can follow along, and visually connect the notation to what their ear hears. |

* **Practice**
  + Bag’s Groove by Milt Jackson \*
  + Let The Good Times Roll by B.B. King \*
  + Loose Walk by Sonny Stitt/Clifford Brown \*
  + Blue Monk by Thelonious Monk \*
  + Johnny B. Goode by Chuck Berry \*
  + Tenor Madness by Sonny Rollins \*

In this portion of the unit the students will learn and perform tunes, as well as compose their own melodies and improvisations. In each of the following lessons a different song will addressed as the focal point for the objective for the day. For example in the lesson plan titled “Loose Walk”, that tune will be the focal point for the concept of improvisation using the F Major Pentatonic Scale.

**“Practice” Lesson--MUSIC 670**

**Teacher(s): Mr. Jacob Wright Grade Level: Elementary Date Taught: 9/24/2018**

**Lesson Title: “Tenor Madness” Subject: General Music Approx. Time: 30 minutes.**

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| **Lesson Objective** | Given the notation song “Tenor Madness” students will learn the chords and create, in small groups, their own comping pattern with the tune.  Students will improvise over the chord changes to “Tenor Madness”, using their F Major Pentatonic Scale |
| **New & Familiar Vocabulary** | “Chord Progression” (I-IV-V chords) |
| **Assessment/Criteria** | Students will accurately an accompaniment to “Tenor Madness” with correct notes and style. |
| **Materials/Resources** | * Song (notation) * MP3 of song * Orff Instruments * iRealPro |

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|  | 10  min. | * Teacher will play the F Major Pentatonic Scale for the students. “Do you recognize these notes? (Scale previously learned) * Students will play along with the teacher a second time, slowly. Instruments will already be set in this configuration so they can play the correct notes. * “Now let’s look at our chords for the song, do you see all these notes?” (YES!) |
|  | 20 min. | * The students will be in pairs, choosing which of the three notes in each chord they will play on their instruments (root will be doubled). One student will play the 1st and 3rd, the other student will play the 5th and 1st up an octave. This will take time to coordinate. (Playing only 2 half notes on each chord to start). * “Class, look to your left and right, we are now going to form groups of 4 (teacher will help direct this so its quick) * In our small groups we are going to learn something new, a bass line! We are going to play 4, quarter notes on the root of each chord. (Teacher will model this) Now you all try it!” * The lowest instrument will play this bass line; the other trio will then play each chord in a 4, quarter note pattern (along with a backtrack). * Now we are going to create our own pattern to comp. You can use half notes, quarter notes, 8th notes, and some syncopation. The person playing the lowest instrument will play that simple bass line. (Students will rotate instruments so not one student gets stuck on the bass line). * Each group will perform their accompaniment for the class. * **The final bit for this lesson will be to have the students perform the form of the chords in the context. Reinforcing the harmonic function and syncopation in in a 12 bar blues.** |

**“Practice” Lesson--MUSIC 670**

**Teacher(s): Mr. Jacob Wright Grade Level: Elementary Date Taught: 9/24/2018**

**Lesson Title: “Let The Good…” Subject: General Music Approx. Time: 30 minutes.**

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| **Lesson Objective** | Given the notation song “Let The Good Times Roll” students will learn the chords and create, in small groups, their own comping pattern with the tune.  Students will improvise over the chord changes to “Bag’s Groove”, using their F Major Pentatonic Scale |
| **New & Familiar Vocabulary** | “Chord Progression” (I-IV-V chords) |
| **Assessment/Criteria** | Students will accurately an accompaniment to “Let The Good Times Roll” with correct notes and style. |
| **Materials/Resources** | * Song (notation) * MP3 of song * Orff Instruments * iRealPro |

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|  | 10  min. | * Teacher will play the F Major Pentatonic Scale for the students. “Do you recognize these notes? (Scale previously learned) * Students will play along with the teacher a second time, slowly. Instruments will already be set in this configuration so they can play the correct notes. * “Now let’s look at our chords for the song, do you see all these notes?” * YES! |
|  | 20 min. | * The students will be in pairs, choosing which of the three notes in each chord they will play on their instruments (root will be doubled). One student will play the 1st and 3rd, the other student will play the 5th and 1st up an octave. This will take time to coordinate. (Playing only 2 half notes on each chord to start). * “Class, look to your left and right, we are now going to form groups of 4 (teacher will help direct this so its quick) * In our small groups we are going to learn something new, a bass line! We are going to play 4, quarter notes on the root of each chord. (Teacher will model this) Now you all try it!” * The lowest instrument will play this bass line; the other trio will then play each chord in a 4, quarter note pattern (along with a backtrack). * Now we are going to create our own pattern to comp. You can use half notes, quarter notes, 8th notes, and some syncopation. The person playing the lowest instrument will play that simple bass line. (Students will rotate instruments so not one student gets stuck on the bass line). * **Each group will perform their accompaniment for the class. Reinforcing the context of the 12 bar blues.** |

**“Practice” Lesson--MUSIC 670**

**Teacher(s): Mr. Jacob Wright Grade Level: Elementary Date Taught: 9/24/2018**

**Lesson Title: “Johnny B Goode” Subject: General Music Approx. Time: 30 minutes.**

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| **Lesson Objective** | Given the notation song “Johnny B Goode” students will learn the chords and create, in small groups, their own comping pattern with the tune.  Students will improvise over the chord changes to “Bag’s Groove”, using their F Dominant Scale |
| **New & Familiar Vocabulary** | “Chord Progression” (I-IV-V chords) |
| **Assessment/Criteria** | Students will accurately an accompaniment to “Johnny B Goode” with correct notes and style. |
| **Materials/Resources** | * Song (notation) * MP3 of song * Orff Instruments * iRealPro |

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|  | 10  min. | * Teacher will play the G minor Pentatonic (G, Bb, C, D, F, G) for the students. “Do you recognize these notes? (Scale previously learned) * Students will play along with the teacher a second time, slowly. Instruments will already be set in this configuration so they can play the correct notes. * “Now let’s look at our chords for the song, do you see all these notes?” (YES!) * Teacher will play each chord isolated so the students can hear what each one sounds like. |
|  | 20 min. | * The students will be in pairs, choosing which of the three notes in each chord they will play on their instruments (root will be doubled). One student will play the 1st and 3rd, the other student will play the 5th and 1st up an octave. This will take time to coordinate. (Playing only 2 half notes on each chord to start). * “Class, look to your left and right, we are now going to form groups of 4 (teacher will help direct this so its quick) * In our small groups we are going to learn something new, a bass line! We are going to play 4, quarter notes on the root of each chord. (Teacher will model this) Now you all try it!” * The lowest instrument will play this bass line; the other trio will then play each chord in a 4, quarter note pattern (along with a backtrack). * Now we are going to create our own pattern to comp. You can use half notes, quarter notes, 8th notes, and some syncopation. The person playing the lowest instrument will play that simple bass line. (Students will rotate instruments so not one student gets stuck on the bass line). * Each group will perform their accompaniment for the class. |

**“Practice” Lesson--MUSIC 670**

**Teacher(s): Mr. Jacob Wright Grade Level: Elementary Date Taught: 9/24/2018**

**Lesson Title: “Blue Monk” Subject: General Music Approx. Time: 30 minutes.**

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| **Lesson Objective** | Given the notation song “Blue Monk” students will learn the chords and create, in small groups, their own comping pattern with the tune.  Students will improvise over the chord changes to “Bag’s Groove”, using their F Major Pentatonic Scale |
| **New & Familiar Vocabulary** | “Chord Progression” (I-IV-V chords) |
| **Assessment/Criteria** | Students will accurately an accompaniment to “Blue Monk” with correct notes and style. |
| **Materials/Resources** | * Song (notation) * MP3 of song * Orff Instruments * iRealPro |

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|  | 10  min. | * Teacher will play the F Major Pentatonic Scale for the students. “Do you recognize these notes? (Scale previously learned) * Students will play along with the teacher a second time, slowly. Instruments will already be set in this configuration so they can play the correct notes. * “Now let’s look at our chords for the song, do you see all these notes?” (YES!) * Teacher will play each chord isolated so the students can hear what each one sounds like. |
|  | 20 min. | * The students will be in pairs, choosing which of the three notes in each chord they will play on their instruments (root will be doubled). One student will play the 1st and 3rd, the other student will play the 5th and 1st up an octave. This will take time to coordinate. (Playing only 2 half notes on each chord to start). * “Class, look to your left and right, we are now going to form groups of 4 (teacher will help direct this so its quick) * In our small groups we are going to learn something new, a bass line! We are going to play 4, quarter notes on the root of each chord. (Teacher will model this) Now you all try it!” * The lowest instrument will play this bass line; the other trio will then play each chord in a 4, quarter note pattern (along with a backtrack). * Now we are going to create our own pattern to comp. You can use half notes, quarter notes, 8th notes, and some syncopation. The person playing the lowest instrument will play that simple bass line. (Students will rotate instruments so not one student gets stuck on the bass line). * **Each group will perform their accompaniment and improvisation for the class. Within the context of the form.** |

**“Practice” Lesson--MUSIC 670**

**Teacher(s): Mr. Jacob Wright Grade Level: Elementary Date Taught: 9/24/2018**

**Lesson Title: “Bag’s Groove” Subject: General Music Approx. Time: 30 minutes.**

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| **Lesson Objective** | Given the notation song “Bag’s Groove” students will learn the chords and create, in small groups, their own comping pattern with the tune.  Students will improvise over the chord changes to “Bag’s Groove”, using their F Major Pentatonic Scale |
| **New & Familiar Vocabulary** | “Chord Progression” (I-IV-V chords) |
| **Assessment/Criteria** | Students will accurately an accompaniment to “Let The Good Times Roll” with correct notes and style. |
| **Materials/Resources** | * Song (notation) * MP3 of song * Orff Instruments * iRealPro |

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|  | 10  min. | * Teacher will play the F Major Pentatonic Scale for the students. “Do you recognize these notes? (Scale previously learned) * Students will play along with the teacher a second time, slowly. Instruments will already be set in this configuration so they can play the correct notes. * “Now let’s look at our chords for the song, do you see all these notes?” (YES!) * Teacher will play each chord isolated so the students can hear what each one sounds like. |
|  | 20 min. | * The students will be in pairs, choosing which of the three notes in each chord they will play on their instruments (root will be doubled). One student will play the 1st and 3rd, the other student will play the 5th and 1st up an octave. This will take time to coordinate. (Playing only 2 half notes on each chord to start). * “Class, look to your left and right, we are now going to form groups of 4 (teacher will help direct this so its quick) * In our small groups we are going to learn something new, a bass line! We are going to play 4, quarter notes on the root of each chord. (Teacher will model this) Now you all try it!” * The lowest instrument will play this bass line; the other trio will then play each chord in a 4, quarter note pattern (along with a backtrack). * Now we are going to create our own pattern to comp. You can use half notes, quarter notes, 8th notes, and some syncopation. The person playing the lowest instrument will play that simple bass line. (Students will rotate instruments so not one student gets stuck on the bass line). * Each group will perform their accompaniment for the class. |

**“Practice” Lesson--MUSIC 670**

**Teacher(s): Mr. Jacob Wright Grade Level: Elementary Date Taught: 9/24/2018**

**Lesson Title: “Loose Walk” Subject: General Music Approx. Time: 30 minutes.**

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| **Lesson Objective** | Given the notation song “Loose Walk” students will learn the chords and create, in small groups, their own comping pattern with the tune.  Students will improvise over the chord changes to “Loose Walk”, using their F Major Pentatonic Scale. |
| **New & Familiar Vocabulary** | “Chord Progression” (I-IV-V chords) |
| **Assessment/Criteria** | Students will accurately an accompaniment to “Loose Walk” with correct notes and style. |
| **Materials/Resources** | * Song (notation) * MP3 of song * Orff Instruments * iRealPro |

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|  | 10  min. | * Teacher will play the F Major Pentatonic Scale for the students. “Do you recognize these notes? (Scale previously learned) * Students will play along with the teacher a second time, slowly. Instruments will already be set in this configuration so they can play the correct notes. * “Now let’s look at our chords for the song, do you see all these notes?” (YES!) * Teacher will play each chord isolated so the students can hear what each one sounds like. |
|  | 20 min. | * The students will be in pairs, choosing which of the three notes in each chord they will play on their instruments (root will be doubled). One student will play the 1st and 3rd, the other student will play the 5th and 1st up an octave. This will take time to coordinate. (Playing only 2 half notes on each chord to start). * “Class, look to your left and right, we are now going to form groups of 4 (teacher will help direct this so its quick) * In our small groups we are going to learn something new, a bass line! We are going to play 4, quarter notes on the root of each chord. (Teacher will model this) Now you all try it!” * The lowest instrument will play this bass line; the other trio will then play each chord in a 4, quarter note pattern (along with a backtrack). * Now we are going to create our own pattern to comp. You can use half notes, quarter notes, 8th notes, and some syncopation. The person playing the lowest instrument will play that simple bass line. (Students will rotate instruments so not one student gets stuck on the bass line). * Each group will perform their accompaniment for the class. |

***Throughout each “Practice” lesson, the students will gain increasingly more freedom in what they play and what they can perform; in regards to rhythm, pitches, melodies, and time to improvise. The students will be asked guiding questions throughout and be encouraged, through modeling, to use proper terminology and techniques in playing and improvising over a 12 bar blues form.***

**Assessment:**

Throughout the unit, small assessments will organically take place, as well as formal assessments such as short written answers/quizzes. A sample question for a quiz would be.

1. What are the correct chords in a simple 12 bar blues?

(Correct Answer: I, IV, V)

Assessment will also take place through small in class performances such as those listed in the lesson plans. (Performance based, authentic assessment)

A third assessment form that will be used is a partially filled in lead sheet and the students must place the remaining chords in their proper place. \*

**\**All attachments will be in the document upload.***