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ITY TEACHING HONESTY RESPECT RESILIENCE CURIC
E CHARACTER 
RIT THROUGH SUBJECTS MOTIVATION FOCUS OPTIM

MUSIC

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Teaching Character Through Subjects – Music Suite 2 Key Information

Teacher	Susanna Dyer	School	Woodrush High School
Overview			
Curriculum Area	Music		
Subject Focus	Jazz and Blues Key Stage 3 – I completed this scheme with Year 8.		
Identified Key Character Qualities	Respect from the moral domain Perseverance from performance virtues Confidence from performance virtues		
Character Focus	<p>Sequence of 5 lessons on blues music. Each lesson will focus on the 12 bar blues and improvising using the character strengths of respect, perseverance and confidence.</p> <p>Respect lends itself to learning about the history of the blues and the slave trade. Perseverance allows students to be independent learners, students will be given a progress ladder and will need to persevere in order to continually self-assess and move themselves forward. Confidence will be needed to improvise and students will be asked to mark their confidence at the start and the end of the progress to show progress.</p> <p>Students will constantly use the Caterpillar Process to allow them to reflect and improve their work:</p> <p>Stop and read your progress ladder</p> <p>Notice what you have managed to complete already and tick the tasks you did last week</p> <p>Look at what you still need to do by highlighting a target</p> <p>Listen to your partner as they give you advice on what you need to do to improve</p> <p>Caterpillar – Now go to the keyboard – you are ready to move on and start to work towards your target!</p> <p>Students will have 5 worksheets, each one will have a progress ladder and a series of questions that lead on from each other week after week. The final sheet will show their understanding of the character strengths and how they think these have helped them improve. There will also be recordings of their work to show progress and these will be compared to previous work when not using learning through virtues.</p>		
Differentiation	The progress ladder on worksheet 3 allows students of all abilities to challenge themselves and improve their skills. This sheet should be used every lesson to help all students make progress. There are also some challenge questions along the way for the more able students in the group.		
Adaptability	I have planned 5 lessons, however this project could last for a whole half term if required as students have the opportunity to continually reflect and improve their work. This set of lessons could be adapted to suit younger students as you could use the lower end of the progress ladder to support the less able or younger less experienced students. Teachers teaching these lessons must try and consistently refer back to previous learning on character virtues. They need to be built on from lesson to lesson not just forgotten about after the task is complete. Also, some of the starter activities could be used in any lessons as they focus on perseverance and confidence which would lend themselves to a number of different topics or subjects.		
Affect on School Priorities	Students are now using the key character virtue words in lessons. For example one student said to me 'he is not treating me with respect Miss and this is effecting my confidence' it is clear through comments like this that it is allowing students to reflect on these virtues and understand the importance of them.		

Things That Worked Well	Students were thinking for themselves and linking things they were learning about in their lessons (character virtues) with everyday tasks. Students were engaged in the learning and enjoyed the activities.
Things That Might Be Improved	There needs to be a consideration for the practical elements of the subject as sometimes too much time was spent doing written tasks and not enough time was placed on the performance aspect of music.
Lessons	
Subject Focus	<p>Lesson One:</p> <ul style="list-style-type: none"> ■ To know the origins and history of blues music ■ To understand the meaning of blues lyrics and begin to write your own lyrics in a blues style <p>Lesson Two:</p> <ul style="list-style-type: none"> ■ To know the history and origins of Blues music. ■ To be able to start to play the 12 bar blues pattern on the keyboard. <p>Lesson Three:</p> <ul style="list-style-type: none"> ■ To be able to play the 12 bar blues to the best of your ability by constant target setting and challenging yourself. <p>Lesson Four:</p> <ul style="list-style-type: none"> ■ To be able to improvise a simple melody using notes of the blues scale. ■ To be able to improve your piece of work by having the confidence to move forward to the next challenge set. <p>Lesson Five:</p> <ul style="list-style-type: none"> ■ To be able to use all previous knowledge and skills to perform the 12 bar blues and improvisation to an audience.
Character Focus	<p>Lesson One:</p> <ul style="list-style-type: none"> ■ To understand the word 'respect' and what can happen when we don't show each other any respect. <p>Lesson Two:</p> <ul style="list-style-type: none"> ■ To understand the term 'respect' and why it is important. ■ To be able to show respect to your partner when working together. <p>Lesson Three:</p> <ul style="list-style-type: none"> ■ To understand the term 'perseverance' and its importance. ■ To understand the 'caterpillar process' and how work can improve with constant feedback and perseverance. <p>Lesson Four:</p> <ul style="list-style-type: none"> ■ To understand the term 'confidence' and how confident you are as a person. <p>Lesson Five:</p> <ul style="list-style-type: none"> ■ To understand the term 'character strength' and its importance. ■ To understand how the three strengths we have focused on have helped you improve in music.

Lesson Activities

Lesson One:

Students should answer the question 'what is respect' by drawing what they think respect looks like and writing down any words which mean the same thing – This will show their starting point and what they understand by the term respect.

Students then watch the film clip, the film clip is taken from the film 'The Help' where the maid is not allowed to use the same toilet as the white family – This will allow students to see what happens when respect isn't shown.

This will then link to the slave trade as students start to discover how music was created from the cotton fields.

Muddy Waters, Sad Sad Day is then played to students and they are asked to pick out features of the music that tell us it is Blues. This allows students to understand how events that effected people in history can impact on the music.

Students will then write their own blues lyrics. Writing their own lyrics allows them to gain an understanding of the blues writers of the time and what they might have been feeling which again links to character virtues.

Lesson Two:

Swing Low Sweet Chariot is played to the class whilst being shown a picture of the slave trade. Students to build on previous knowledge and understanding of the history of blues music and can talk about the lack of respect shown to people at this time and how the music reflected their feelings.

Students then listen to 2 examples of Blues Music, one by Bessie Smith and one by BB King which is a much later example of Blues music. Students are using their knowledge of key blues characteristics to identify the key features of these two songs, along with thinking about how blues has evolved.

Ask students to write a list of rules of respect on the worksheet in their pairs, which they must stick to over the coming weeks. Students then link what they have learnt about respect to how they can show respect to each other by setting rules.

Teach the students the 12 bar blues pattern and give out the blues performance sheets. Students should then start to work on the 12 bar blues in pairs allowing them to learn chords and extended chords.

Lesson Three:

Students should watch the video on youtube called 'Austin's Butterfly'. Students should understand the importance of receiving feedback and making changes to improve their work through perseverance.

From this starter activity, students are then introduced to The Caterpillar Process and will start to look at what happens if you give yourself time to reflect and listen to feedback in order to improve work. Students are using the Caterpillar Process to set themselves a target for the lesson to help them challenge themselves.

Students then work on the 12 bar blues, trying to push themselves as high up the progress ladder as they can by persevering.

	<p>Lesson Four: Students should take the confidence quiz using the worksheets. Students receive a score for each question they answer and the total shows them how confident they are. Students are learning how confident they are, but also how confident they are in comparison to their peers. Students listen to two pieces and have to guess which one is improvised. The pieces are: Improvised Piece I by Dave Holland / Barre Phillips and On Green Dolphin Street by Miles Davis. Students are able to hear what improvisation sounds like but also understand the reason why they are learning the 12 bar blues – as an accompaniment to improvise over. Then students are asked how confident you have to be to improvise and also how confident they would be to improvise, this allows the teacher to see how much confidence students have in their performance abilities. Students then work on the improvising using the confidence success criteria. Students should use perseverance to take them to the next level and also refer back to the respect rules they wrote in lesson 2 so that all character strengths are used throughout the lesson. Half way through the lesson use the Caterpillar Process to assess, reflect and improve. Students will then be asked on a scale of 1-10 (10 being very, 1 being not at all) how confident are you at improvising? This allows confidence in their abilities to be tracked by the teacher, have they improved or do they need help to gain confidence?</p>
	<p>Lesson Five: Students are asked reflection questions about what character strength is and to name the ones we have been focusing on in lessons and how they have helped them move forward. Students are reflecting on the character strengths they have been focusing on the past few weeks, showing what they have learnt. Students then work on improvising using the confidence success criteria above. Students should use perseverance to take them to the next level and also refer back to the respect rules they wrote in lesson 2 so that all character strengths are used throughout the lesson. Students then perform their pieces and do a final evaluation of their work. Students are able to think about what they achieved in the lesson and how far they have come from previous lessons.</p>
<p>Notes on Differentiation and Adaptability</p>	<p>Lesson One: Challenge questions set for the more able. Writing lyrics students can use the writing frame provided (less able) or complete using some of the key words.</p> <p>Lesson Two: Progress ladder for different abilities. Can play the 12 bar blues using 1 note sequences, 3 notes chords or extended chords for the most able.</p> <p>Lesson Three: Progress ladder for different abilities. Can play the 12 bar blues using 1 note sequences, 3 notes chords or extended chords for the most able. For piano players I challenged them by asking them to play the 12 bar blues in different keys.</p> <p>Lesson Four: Improvisation can be worked on using 3, 5 or 7 notes (most able) to ensure all abilities can make progress.</p> <p>Lesson Five: Chords and improvisation can be played with different variations depending on ability (see above) a further extension could be asking students to play a walking bass line.</p>
<p>Other Points Worth Noting</p>	<p>A worksheet has been created for each lesson along with a 12 bar blues chord and improvisation sheet to assist the lesson. Please make sure you familiarise yourself with these sheets before the lesson and print off the necessary amount of sheets for each class.</p>