



THE BLUES (OR NOT-SO-BLUE BLUES)

Grade Band: K-1

Content Focus: Music & Science



LEARNING DESCRIPTION

Using a twelve-bar blues form, students will create music expressing the blues (or “not so blue blues”) about selected subject content.

LEARNING TARGETS

Essential Questions	“I Can” Statements
How can music express feelings and ideas?	I can write lyrics with my classmates about assigned content using a prescribed form.
How can music and language be combined to express feelings and ideas?	I can play blues harmony.
	I can combine music and language to express feelings and ideas.

GEORGIA STANDARDS

Curriculum Standards	Arts Standards
<i>Non-ELA Standards will vary depending on selected content for blues compositions; thus, standards below are offered as ideas only and are not exclusive.</i>	ESGM.PR.1 Sing a varied repertoire of music, alone and with others.

Kindergarten: SKP1 Obtain, evaluate, and communicate information to describe objects in terms of the materials they are made of and their physical attributes. Grade 1: S5E1.a Construct an argument supported by scientific evidence to identify surface features (examples could include deltas, sand dunes, mountains, volcanoes) as being caused by constructive and/or destructive processes (examples could include deposition, weathering, erosion, and impact of organisms).	ESGM.PR.2 Perform a varied repertoire of music on instruments, alone and with others. ESGM.RE.1 Listen to, analyze, and describe music. ESGM.RE.2 Evaluate music and music performances. ESGM.CN.2.c Describe and demonstrate performance etiquette and appropriate audience behavior.
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SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
<i>Non-ELA Standards will vary depending on selected content for blues compositions; thus, standards below are offered as ideas only and are not exclusive.</i> Kindergarten: K-ESS3-3. Obtain and communicate information to define problems related to human impact on the local environment. Grade 1: 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.	Anchor Standard 1: I can arrange and compose music. Anchor Standard 4: I can play instruments alone and with others. Anchor Standard 9: I can relate music to other arts disciplines, other subjects, and career paths.

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<i>Non-ELA vocabulary will vary depending on selected content for blues compositions.</i>	• <u>Beat</u> - The pulse underlying music • <u>Blues music</u> - A genre that evolved from folk music of African Americans in the American South (work songs, field hollers, and spirituals) during the late 1800s • <u>Body percussion</u> - Using the body as an instrument; includes patting, clapping, stamping, and snapping • <u>Chord</u> - A combination of three or more pitches played at the same time

	• <u>Chord progression</u> - A sequence of chords • <u>Form</u> - The organization of a piece (how the music is put together) • <u>Harmony</u> - Two or more pitches sounding simultaneously • <u>Key</u> - The group of pitches (scale) around which a piece of music revolves • <u>Measure</u> - The space between two bar lines • <u>Phrase</u> - Musical sentence
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MATERIALS

• Boomwhackers (or other pitched instruments) • Writing materials (e.g., pencil and paper) • Recording of blues music (see suggestions below) • Sound production resources (e.g., speaker and phone)

INSTRUCTIONAL DESIGN

Opening/Activating Strategy
• Using found sound or body percussion, perform a rhythm (or steady beat) for eight beats. Have students echo. Label this rhythm A. • Using a different found sound or body percussion, perform a different rhythm for eight beats. Have students echo. Compare and contrast with A. Label this rhythm B. • Tell students they will be creating musical compositions using same and different patterns (A and B).
Work Session
• Play a blues recording and ask students about the mood of the music. Lead them to understand that blues music is often about hardship. Suggested blues pieces are “The Thrill is Gone” (BB King), “One Shoe Blues” (BB King), and “Sweet Home Chicago” (Eric Clapton). • While many different blues forms exist, this lesson will focus on the twelve-bar blues. • The twelve-bar blues includes three phrases (lines), each with four measures and chords, thereby yielding twelve bars (measures). Twelve-bar blues uses three chords (I, IV, and V) in the following sequence: I I I I IV IV I I V IV I I • Display visual of twelve-bar blues (this is one example of twelve-bar blues; other versions also exist). The numbers on the top indicate beats; the roman numerals on the bottom indicate chords. beats 1-2-3-4 1-2-3-4 1-2-3-4 1-2-3-4 chord I I I I

beats	1-2-3-4	1-2-3-4	1-2-3-4	1-2-3-4
chord	IV	IV	I	I

beats	1-2-3-4	1-2-3-4	1-2-3-4	1-2-3-4
chord	V	IV	I	I

- Have students keep the steady beat using different body percussion for each chord.
 - For example, students pat the steady beat for the I chord, clap for the IV chord, and snap for the V chord. (Displaying a visual showing pat, clap, and snap over each chord may be helpful.)
- Play the recording and have students perform body percussion to show the chord progression.
- Display visual showing pitches in the I, IV, and V chords. (For simplicity, teachers may want to display only the chord roots [bottom pitches] in bold--C, F, G).

G	C	D
E	A	B
C	F	G

I	IV	V
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- Give each student a boomwhacker and practice playing the bottom pitch of each chord. Then, play the twelve-bar blues, playing four beats for each chord.
 - For example, students playing C will play 16 beats in the first phrase (bar) since there are four I chords in the first phrase. (If playing boomwhackers and changing chords is too challenging for students, the teacher can play the chord roots on boomwhackers while students say the names of the chords or the chord roots using a steady beat.)
- Have students listen to the recording to determine the form of the lyrics. (This may take repeated listening.) Lead students to understand the form as A A B (A = first four bars, A is repeated, B = last four bars).
- Listen to the recording to determine the specific content of the lyrics in A and B phrases (bars). Lead students to understand that A presents a problem, followed by A that repeats the problem (sometimes with a slight variation), and B offers a comment on or twist to what has been presented. All bars end with rhyming words.
- As a class, have students write lyrics for their twelve-bar blues. (If students choose, they may write a “not-so-blue blues”, a celebration rather than a commiseration!)
 - Since each phrase (bar) is 16 beats long, the lyrics should present the problem (A) and reflection (B) succinctly and include rhyming words at the end of each bar!
- Lyrics content can be aligned with subject matter content. For example, students could write blues (or not-so-blue blues) about how constructive and destructive forces create deltas, sand dunes, mountains, and volcanoes.
- Have students perform their blues (or not-so-blues) compositions (speaking or singing) together.

Closing/Reflection

- Question students about lesson content, including music and content area vocabulary and understanding.

ASSESSMENTS

Formative

- Through observing and questioning, assess students' understanding of the twelve-bar blues harmony and lyrics.
- Through observing, assess students' ability to play a steady beat using body percussion and boomwhackers.
- Through observing, assess students' understanding of academic content while writing lyrics.

Summative

- Students write and perform lyrics reflecting assigned content in prescribed form.
- Students play the twelve-bar blues.

DIFFERENTIATION

Accelerated:

- Students explore a different blues form.
- Students write additional blues lyrics using the same form.
- Students play all pitches in each chord.

Remedial:

- For a student having difficulty playing a steady beat, another student with beat proficiency could gently tap the steady beat on the student's shoulder.
- For a student having difficulty playing the boomwhacker at the right time, track the chords on a visual, point to the student (or have another student point to the student) to cue playing the boomwhacker, or pair the student with another student playing the same boomwhacker pitch.

ADDITIONAL RESOURCES

Websites for information on blues:

- <https://kids.britannica.com/kids/article/blues/352868>
- <https://www.pbs.org/theblues/classroom/essaysblues.html>
- https://www-tc.pbs.org/theblues/classroom/downloads/teacher_guide.pdf (This is a particularly robust website with an extensive resource; good for grades 6-12.)

This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.

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