
















Year 6: Classroom Jazz Knowledge Mat

| Subject Specific Vocabulary | | 12 bar blues | Important knowledge about Jazz | | | | | | | | | | | | | | | | | |
|-----------------------------|--|---|--|--------------|------------|-----------|---|---------|-------|---|---------|----------|---|--------|--|---|---------------|------------|---|---------------|
| syncopation | Emphasising the of- beat notes (usually beats 2 & 4) | <table border="1"><tr><td>C</td><td>C</td><td>C</td><td>C</td></tr><tr><td>F</td><td>F</td><td>C</td><td>C</td></tr><tr><td>G</td><td>F</td><td>C</td><td>C</td></tr></table> | C | C | C | C | F | F | C | C | G | F | C | C | <input type="checkbox"/> I can identify jazz stylistic indicators which include: *Jazz/big band which includes a trumpet, trombone, saxophone and rhythm section. *Use of the blues scale to create melody *Use of 12 bar blues chords *Improvised melodies *Syncopated rhythms | | | | | |
| C | C | | C | C | | | | | | | | | | | | | | | | |
| F | F | | C | C | | | | | | | | | | | | | | | | |
| G | F | | C | C | | | | | | | | | | | | | | | | |
| off-beat | The least emphasised beats in music (usually 2&4) | Note lengths | <input type="checkbox"/> Blues scale: C Eb F F# G Bb <input type="checkbox"/> I can use rhythm notation to compose a rhythmic pattern. <input type="checkbox"/> I know the 12 bar blues sequence and can compose a piece of music using the chord sequence and blues scale. <input type="checkbox"/> I can use technology to compose my 12 bar blues jazz composition. <input type="checkbox"/> I can perform a jazz melody following stave notation. <input type="checkbox"/> I can take on different roles within a performance (melody, accompaniment). | | | | | | | | | | | | | | | | | |
| jazz band | Usually a jazz group with at least 10 players. Sections are: strings, saxophone, trumpet, trombone and rhythm (piano, guitar and percussion) | | | | | | | | | | | | | | | | | | | |
| riff | A repeated pattern | | | | | | | | | | | | | | | | | | | |
| blues scale | The 6 note scale jazz performers use when improvising. E.g. C, Eb, F, F#, G Bb | <table border="1"><thead><tr><th>British note names</th><th>Note symbols</th><th>Note value</th></tr></thead><tbody><tr><td>Semibreve</td><td></td><td>4 beats</td></tr><tr><td>Minim</td><td></td><td>2 beats</td></tr><tr><td>Crotchet</td><td></td><td>1 beat</td></tr><tr><td>Quaver</td><td></td><td>1/2 of a beat</td></tr><tr><td>Semiquaver</td><td></td><td>1/4 of a beat</td></tr></tbody></table> | British note names | Note symbols | Note value | Semibreve |  | 4 beats | Minim |  | 2 beats | Crotchet |  | 1 beat | Quaver |  | 1/2 of a beat | Semiquaver |  | 1/4 of a beat |
| British note names | Note symbols | Note value | | | | | | | | | | | | | | | | | | |
| Semibreve |  | 4 beats | | | | | | | | | | | | | | | | | | |
| Minim |  | 2 beats | | | | | | | | | | | | | | | | | | |
| Crotchet |  | 1 beat | | | | | | | | | | | | | | | | | | |
| Quaver |  | 1/2 of a beat | | | | | | | | | | | | | | | | | | |
| Semiquaver |  | 1/4 of a beat | | | | | | | | | | | | | | | | | | |
| middle 8 | The section of a song which is significantly different in melody and lyrics. In jazz this is usually where the improvisation happens. | | | | | | | | | | | | | | | | | | | |
| groove | The rhythmic part of the music that makes you want to move and dance. | | | | | | | | | | | | | | | | | | | |
| notation | The way we write down music so we can recreate or share our compositions. | | | | | | | | | | | | | | | | | | | |
| improvisation | Making up a melody and/or rhythm on the spot | | | | | | | | | | | | | | | | | | | |
| chord sequence | An arrangement of chords which usually repeats. | | | | | | | | | | | | | | | | | | | |