Name: Josh Layton

**Bridgewater College - Music Lesson Plan**

Class/Ensemble: Guitar\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: 1/14/20\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| National Standards and/or VA SOL(s):  HGII.1 The student will echo, read, and notate music, including 1. identifying, defining, and using standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music; 2. using chord charts  HGII.4 4. B-flat, D, D7 , Dm, A, A7 , Am, E, E7 , Em, G, G7 , B, B 7 , C, C7 , and F chords; 7. a I-IV-V 7 -I chord progression in the keys of F, C, G, D, A, and E major, and A and E minor; and 8. 12-bar blues in a variety of keys  HGII.13 The student will perform and improvise melodies and accompaniments in various musical styles (e.g., blues, rock, folk, classical) over chord progressions. |

|  |
| --- |
| Materials/Equipment:  Guitars, lesson books, whiteboard, chairs, stands. |

|  |
| --- |
| Prior Knowledge:  Guitar II students and other students with prior guitar experience will have some background knowledge on chords, chord progressions, and scale degrees. |

|  |
| --- |
| Objectives/Goals:  As a result of the lesson, students will understand the relationship between chords and scale degrees in the key of C and in the song Ode to Joy.  As a result of the lesson, students will be able to accompany Ode to Joy with chords by listening to a melody and first reading music, then reading roman numerals.  As a result of the lesson, students will be able to apply consistent strumming patterns to a chord accompaniment.  As a result of the lesson, students will understand how to write an accompanying bassline to a song using given chords. |

|  |
| --- |
| Accommodations:  Students will be grouped based on level of prior knowledge. Students with more experience playing guitar that need challenge and enrichment added to the curriculum will work with Mr. Layton. |

**Content/Procedures:**

|  |  |
| --- | --- |
| Time:  10 min  15 min  15 min  10 min  10 min  10 min  10 min | Sequence:  The teacher will review chord shapes used in Ode to Joy. Students will use chord fingering charts in the method book to check their understandings of the chords C, G, F, E, and Am.  The teacher and students will play through Ode to Joy with chords, line by line then all together with significant time spent on line 3. The teacher can also play melody while students play chords.  Roman numeral activity. Students will write in roman numerals next to chords. Teacher will give a brief introduction to chord progressions, scale degrees, and keys. Teacher will then lead students in playing chords by calling out roman numerals.  Teacher will write roman numeral progression on white board and students will play through ode to joy chords without music. Students may play through with music again before playing without music.  Teacher will lead review discussion on strumming and strumming patterns. Students will decide on a strumming pattern to use with Ode to Joy chords. Teacher will also lead discussion on popular chord progressions using chords in the key of c and strumming patterns decided by the class.  Teacher will introduce bassline notes using the first and fifth scale degrees. Students will find notes on the fretboard that fit the chord progression of Ode to Joy. Play through Ode to Joy with bassline, chords, and melody if time/ able.  If time remains, the group will move on to # 18 12 bar blues and discuss progression and bassline. |

|  |
| --- |
| Closing:  Allow adequate time to put guitars, chairs, and stands away. |

|  |
| --- |
| Assessment: |

**Reflection**

|  |
| --- |
| Did the class achieve the objectives? If not, what would you do differently? |
| What worked well? |
| Assessment Comments |