

Music Lesson Plan Form

Teacher: Jodie ADessa

Class/Course: General Music

Grade Level: 6/7

A. National Music Standards (indicate which standards are associated with this lesson)

<http://www.nafme.org/my-classroom/standards/>

1. Creating
2. Performing
3. Responding

Include one or more Core Standards that the lesson focus include:

- [Core Music Standards \(PK-8 General Music\)](#)
- [Core Music Standards \(Composition/Theory\)](#)
- [Core Music Standards \(Music Technology\)](#)
- [Core Music Standards \(Guitar/Keyboard/Harmonizing Instruments\)](#)
- [Core Music Standards \(Ensemble\)](#)

MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.

MU:Cr2.1.6b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.

MU:Cr3.1.6a Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources

MU:Cr3.2.6a Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.

B. Optional: List your state standards that are addressed in this lesson

C. Indicate the TI:ME Technology Areas of Competency that are addressed in this lesson

<https://ti-me.org/index.php/home/tapsu.html>

1. Music Instruction Software
2. Computer Music Notation
3. Multimedia Development
4. Productivity Tools, Classroom and Lab Resources
5. Electronic Music Production
6. Live Sound Reinforcement

D. Objective(s): as a result of this lesson students will know and/or be able to...

1. Objective 1 SWBAT demonstrate knowledge of the historical context and development of the blues.
2. Objective 2 SWBAT explain, identify and apply the 12-bar blues chord sequence.
3. Objective 3 SWBAT create a melody that fits over the 12-bar blues chord sequence.

E. Required Prior Knowledge and Skills:

What must the students know or have experienced prior to this lesson?

Students need to have prior experience with notation in NFL

F. Materials, Repertoire, Equipment needed:

What materials do you need to accomplish this lesson?

Chromebooks
Orff xylophones

G. Modifications/ Accommodations:

(for example: peer partners, visuals, preferential seating, frequent individual check-in)

Assignment will be posted in Google Classroom
Frequent check-in
Frequent reminders (as needed)
Preferential seating
Fm audio system

H. Assignments:

What must the students do after the class in preparation for the next class?

Come up with lyric ideas and bring them in for use in their group project.

I. Evaluation

(optional: include a grading rubric <http://rubistar.4teachers.org/index.php>)

	Beginning D	Satisfactory C	Proficient B	Excellent A
Beat	Beat is highly inconsistent and seems random. Performance does not relate to beat of music.	Sometimes plays with the beat. Performance seems muddled.	Usually plays with the beat with occasional lapses. Beat holds for most of performance.	Works with the beat. Uses the beat to keep performance together.

Performance Form	Students do not show evidence of a plan for how their performance will proceed—vocal and instrumental.	Students have sketchy plan as to how their performance will proceed—vocal and instrumental form—but do not seem to agree as a group.	Students have a clear plan as to how their performance will proceed—vocal and instrumental form—the group has agreed beforehand. Musical cues are used inconsistently.	Students have a clear plan as to how their performance will proceed—vocal and instrumental form—the group has agreed beforehand. Musical cues are used to advantage.
Understanding how lyric form fits within 12 bars	Chord changes and lyrics are not correlated in an understandable way.	Some lyric lines are in the right place. Occasionally there is a correlation between chord changes and lyrics.	Most lyric lines are in the right place. Usually there is a correlation between chord changes and lyrics.	Each lyric line is exactly at the right place in the music and moves with it. There is a correlation between chord changes and lyrics.
Melody	Melody is not established, and the notes seem to wander.	There is some attempt to use melody but it is not well established.	Usually there is established melody used but not consistently.	Well established melody is used consistently throughout the performance.
Enunciation	Words are poorly enunciated. As a result the presentation is incomprehensible.	Some words are clearly enunciated. Some of the presentation is comprehensible.	Most words are clearly enunciated. Most of the presentation is comprehensible.	All words are clearly enunciated. All listeners can understand the presentation.
Volume	Voices are inaudible. Few people can hear the performance.	Volume is too low. Some people can hear the performance.	Volume is adequate. Most people can hear the performance.	Volume is excellent. All listeners can easily hear the performance.
Preparedness	Unprepared. Miscues and misunderstandings suggest little or no practice.	Somewhat prepared. Students have practiced the general outlines of the performance a little.	Prepared. Students have practiced enough to be fairly sure of the progression of their performance.	Well prepared. It is obvious that much practice has taken place from the smoothness of general plan and each detail.
Performance enhancements	Uses no instrumental colour, dance or movement during the performance.	Have instruments or appear to have talked about using dance or movement but do not use these to good effect during performance.	Use instruments, dance or movement to enhance the performance somewhat.	Use instruments, dance or movement to enhance the performance very effectively.

J. Lesson Sequence

(indicate the sequence of activities and the estimated time of each; include and screen shots and hyperlinks that you will reference in the lesson)

Activity 1: (1 class period)

Students will chorally read the powerpoint overview of the history of the blues and the 12-bar blues chord progression. They will listen to an audio recording of a rhythm section performing a 12 bar blues in C and indicate the chord changes using their fingers following along with a chord chart projected on the screen. We then will identify the chords for the progression in the key of C and play the progression on Orff xylophones both accompanied and unaccompanied.

Activity 2: (3-4 class periods)

Students will review information from the previous lesson including listening to the 12 bar blues recording from the previous lesson and identifying the chords with their fingers. They will then break up into groups of approximately 4 students. They will be composing a verse of a 12 bar blues together.

1. Choose a theme for the project. Some common themes are a season, sport, or other activity the group enjoys.
2. Notate the tonic in octaves for each chord in the blues progression using the following activity template [12 Bar Blues Composition](#) that we will be playing on xylophones to accompany their blues melody.
3. As a class we will listen to the blues in C and learn by rote a simple blues melody (*St. Louis Blues*). Students will notice and discuss how the phrases fit in with the chord structure and the AAB form for the lyrics. They can use this to help them with their lyric creation. Lyrics to the *St. Louis Blues* will be projected on the screen for their reference.
4. Students will create their own lyrics incorporating their theme and mindful of the chord structure. They will use these lyrics along with the xylophones to help them create a very simple melody to fit over the chords. They will enter these chords and lyrics into their 12 Bar Blues Activity Template. Teacher will circulate to assist groups as necessary.
5. Practice, practice, practice! Students will practice playing the chord progression on the xylophones and singing their melody separately. Teacher will circulate to assist groups as necessary. When ready they will put these two components together. Some groups may elect to have everyone playing and singing, others may elect to have some members playing xylophones while others sing the melody. Both options are perfectly acceptable!

Activity 3: (1-2) Class Periods

Performance Day! Groups will perform for the class. Teacher will assess student projects using the Rubric mentioned previously and shown above. Students will self-assess and assess their peers. We will select categories from the Rubric for the group that is performing and students will show scores on their fingers, 4 for Excellent, 3 for Proficient, 2 for Satisfactory, and 1 for Beginning.