**Keys Corner**

**Musicards™ Lesson Plan**

**for Middle and High School Music**

**Joseph E. Reed**

2018

**5-25 participants (Grades 6-12)**

**45-60 minutes**

**Georgia Standards of Excellence:**

**Read and Notate music.**

**Listen to, analyze, and describe music.**

**Objectives**

* Participants will memorize and more quickly recall various selected scales.
* Students will memorize and recall a variety of methods for spelling scales (e.g. key signatures, accidentals, step-relationships).
* Students will increase the speed which they are able to recall scale note names.
* Participants will have fun learning music theory and interacting with others.

**Outline**

1. Introduction and guidelines for participation (5 minutes)
2. Transition to groups (2 minutes)
3. Play Musicards™ (30-45 minutes)
4. Clean up and regroup (2 minutes)
5. Closing questions and reflections (6 minutes)

**1. Introduction and guidelines for participation (5 minutes)**

“Hi! My name is Joseph E. Reed. Thank you so much for allowing me to come in and share and play with you today.

How many of you like to play games?

Great! Well today I am going to teach you a really fun card game!

These are cards I invented called Musicards™. They are designed to help you learn and memorize several important music theory concepts while playing with your friends and family.

The game I’ll show you today is similar to a game you may have played called ‘King’s Corner’. It is called, ‘Keys Corner’.

And after we play, we will take a little time to review and find out what you learned. Okay!

And adults are also encouraged to join a group and play.

It’s going to be a LOT of fun!!

If you any have questions while we’re playing, just raise your hand. I’ll be walking around to help.

Let’s get started!”

**2. Transition to Groups (2 minutes)**

It is best for the groups to be pre-arranged before the start of the session. If not, I will quickly arrange them into groups of 3 or 4 by counting them off.

The groups will be spread around the room.

Each group will be given a deck of Musicards™ and the game rules for Keys Corner.

**3. Play Musicards™ (30-45 minutes)**

The students will read the instructions (or have them read to them if needed) and then begin to play Keys Corner. If they finish the game (usually the C Major scale), they may start again and practice a different scale. As they play, I walk around, answer questions, and further explain the differences between different scales and formulas for building or spelling scales.

**4. Clean up and Re-group (2 minutes)**

They continue to play until about 10 minutes remain. At that time, they are instructed to wrap up their games, return the materials and regroup.

**5. Closing Questions and Reflections (6 minutes)**

What did you like about the game?

What questions do you have for me about Musicards™?

Who can spell an A Major scale?

What are the notes in an E Major scale?

How do you spell an X scale?

If you want more game rules and tools, you can go to www.PlayMusicards.com

Thank you!

Other possible Musicards™ games to teach this standard are **Music Gin Rummy, Klondike Solitaire** (for chromatic scale)**, Keys Corner Solitaire, Squeeze, and C to B.**

**Georgia Standards of Excellence:**

**MIDDLE SCHOOL**

**Band**

**Read and identify elements of notated music.** MSIB.PR.3, MSAB.PR.3, MSJB.PR.3

**a.)** Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo,

articulation, expression, **key signatures.**

**c.)** Analyze compositional elements (e.g. musical terms, key signatures, tonality and form) in the study of music.

**Perform on instruments through a varied repertoire of music, alone and with others.** MSIB.PR.2, MSAB.PR.2

**b.)** Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, **major scales, chromatic scale,** technical exercises).

**Listen to, analyze, and describe music.** MSIB.RE.1, MSJB.RE.1

**a.)** Relate the use of compositional devices (e.g. techniques, meter, tempo, **tonality, intervals,** chords) to the interpretation of music for listening and for performance.

**Chorus**

**Generate and conceptualize musical ideas and works.** MSAC.CR.1

**g.)** Compose four-measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, beginning and ending on tonic.

**General Music**

**Improvise melodies, variations, and accompaniments.** MSGM7.CR.1, MSGM8.CR.1

**c.)** Improvise short melodies, unaccompanied and with existing accompaniments, depicting given styles, meters, and tonalities.

**Guitar**

**Improvise melodies, variations, and accompaniments.** MSGP6.CR.1, MSGP7.CR.1, MSGP8.CR.1, MSGT6.CR.1, MSGT7.CR.1, MSGT8.CR.1

**a.)** Generate musical ideas (e.g. melody, rhythm, harmony) for simple melodies and chordal accompaniments from a given range of pitches.

**b.)** Improvise simple melodies using various scales (e.g. major, minor, pentatonic) and styles.

**c.)** Improvise harmonic accompaniments in the keys of G, A, D, C, and E. c. Improvise in various scales and modes over an established harmonic progression (e.g. blues, folk, rock, country, reggae).

**Orchestra**

**Read and Notate music.** MSBO.PR.2, MSIO.PR.2, MSAO.PR.2

**b.)** Read and notate notes within the following key signatures: D, G, C, A, F, Bb, and Eb and the minor keys e, a, and d.

**Piano**

**Notate music.** MSP6.CR.1, MSP7.CR.1, MSP8.CR.1, MSPT6.CR.1, MSPT7.CR.1, MSPT8.CR.1

**b.)** Identify basic music vocabulary and symbols representing tempo, key signatures, meter, dynamics, direction, and other expressive elements.

**HIGH SCHOOL**

**Band/Instrumental Ensemble**

**Improvise, compose, and arrange music within specified guidelines.** HSBB.CR.1, HSIB.CR.1, HSAB.CR.1, HSMB.CR.1, HSBIE.CR.1, HSIIE.CR.1, HSAIE.CR.1

**b.)** Improvise and/or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale).

**Listen to, analyze, and describe music.** HSBB.RE.1, HSIB.RE.1

**a.)** Identify and describe compositional elements (e.g. techniques, meter, tempo, tonality, intervals, chords).

**Chorus**

**Generate and conceptualize musical ideas and works.** HSBC.CR.1, HSIC.CR.1, HSAC.CR.1, HSMC.CR.1

**a.)** Improvise rhythmic patterns in duple and triple meter, and melodic patterns in major and minor tonalities over a tonic, sub dominant, and dominant chord progression.

**Guitar**

**Improvise melodies, variations, and accompaniments.** HSAG.CR.1

**b.)** Improvise harmonic accompaniments in the keys of G, A, D, C, and E.

**c.)** Improvise in various scales and modes over an established harmonic progression (e.g. blues, folk, rock, country, reggae).

**Music Theory and Composition**

**Read and Notate music.** HSBMT.CR.1, HSIMT.CR.1

**f.)** Identify major, minor (natural, traditional and jazz melodic, harmonic) and chromatic scales through a variety of methods (e.g. key signatures, accidentals, step-relationships).

**Read and Notate music.** HSAMT.CR.1

**j.)** Identify and notate scales visually and aurally (e.g. major, minor, church modes, wholetone, chromatic, and pentatonic).

**Orchestra**

**Read and Notate music.** HSBO.PR.2

**b.)** Read and notate notes within the following key signatures: D, G, C, A, F, and Bb and the minor keys e, a, and d.

**Piano**

**Improvise melodies, variations, and accompaniments.** HSAP.PR.2

**b.)** Improvise a melody using scales (e.g. pentatonic, major, minor, blues).