**Progressions**

**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.**

**Improvise, compose, and arrange music within specified guidelines.**

**Objectives**

* Participants will memorize and more quickly recall various selected scales, chords, and chord progressions.
* Students will memorize and recall a variety of methods for spelling scales and chords.
* Students will increase the speed which they are able to transpose chords into other keys using Roman Numeral analysis and other methods.
* 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 called, ‘Progressions’.

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 Progressions.

**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 Progressions. We will usually start with a I-vi-IV-V progression. If they finish the game they may start again and practice a different chord progression. As they play, I walk around for support.

**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™?

What are the chords in a I-vi-IV-V progression in the key of A?

What are the chords in a I-vi-IV-V progression in the key of Bb?

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

Thank you!

Other possible Musicards™ games to reinforce these standards are **Music Gin Rummy, C to B, Keys Corner, and Squeeze.**

**Georgia Standards of Excellence:**

**MIDDLE SCHOOL**

**Perform expressively, with appropriate interpretation and technical accuracy, in individual performances of a varied repertoire of music.** MSGP6.PR.3, MSGP7.PR.3, MSGP8.PR.3, MSGT6.PR.3, MSGT7.PR.3, MSGT8.PR.3

**d.)** Perform basic chord progressions in various major and minor keys (suggested keys).

**e.)** Perform twelve-bar blues in various keys.

**f.)** Perform “5 chords” (power chords) in various positions.

**h.)** Perform basic rhythm guitar in various positions (suggested keys of G, A, D, C, and E).

**Read and notate music.** MSGP6.PR.4, MSGP7.PR.4, MSGP8.PR.4, MSGT6.PR.4, MSGT7.PR.4, MSGT8.PR.4

**c.)** Read, notate, and perform notes, including accidentals, in first various positions, and basic rhythm guitar (e.g. keys of G, A, D, C, and E).

**e.)** Read twelve-bar blues in various keys.

**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).**Music Theory and Composition**

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

**e.)** Identify major/minor, and perfect intervals.

**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).

**g.)** Identify chords (e.g. major, minor, diminished, augmented triads).

**i.)** Introduce cadences visually and aurally (e.g. plagal, perfect authentic, imperfect

authentic).

**l.)** Recognize the use of Roman Numeral Analysis in a score.

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

**i.)** Identify and notate, visually and aurally, all perfect, major, minor, augmented, and diminished intervals within an octave, both ascending and descending.

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

**k.)** Identify and notate chords, visually and aurally (e.g. major, minor, augmented,

diminished triads, seventh chords, and their inversions in open and closed spacing).

**m.)**Identify diatonic and non-diatonic chords and inversions (e.g. two-staff, four part score using Roman numeral analysis, figured bass, jazz lead sheet).

**n.)** Identify cadences visually and aurally (e.g. plagal, perfect authentic, imperfect authentic, half, and deceptive).

**q.)** Recognize the practice of transposing a melodic line to appropriate keys and clefs for any various instrument or groups of instruments.

**Orchestra**

**Read and Notate music.** HSAO.PR.2, HSMO.PR.2

**c.)** Use the circle of fifths to identify and perform keys appropriate to the music being

performed.

**Piano**

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

**c.)** Improvise accompaniment patterns within a given, specific harmonic progression (I-(ii)-IV-V(7)-I).