**Squeeze**

**Musicards™ Lesson Plan**

**for High School Music**

**Joseph E. Reed**

2018

**5-25 participants (Grades 9-12)**

**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 chords (or intervals, or scales).
* Students will memorize and recall a variety of methods for spelling chords (e.g. accidentals, step-relationships).
* Students will increase the speed which they are able to recall chord notes.
* 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, ‘Squeeze’.

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 Squeeze.

**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 Squeeze. We will start with Major chords. If they finish their game, they may start again and practice a different type of chord. As they play, I walk around, answer questions, and further explain the differences between different chords and formulas for constructing chords.

**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 triad?

What are the notes in an E minor chord?

How do you spell an X chord?

What is the formula for any major triad?

How do you spell an F7 chord?

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 **Progressions, Music Gin Rummy, and C to B.**

**High School Music Georgia Standards of Excellence:**

**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

**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).

**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).

**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).