**Steps**

**Musicards™ Lesson Plan**

**for Elementary, Middle, and High School Music**

**Joseph E. Reed**

2018

**5-25 participants (Grades 2-12)**

**45-60 minutes**

**Georgia Standards of Excellence:**

**Read and Notate music.**

**Read and identify elements of notated music.**

**Objectives**

* Participants will memorize and more quickly recall the Chromatic scale.
* Students will increase the speed which they are able to distinguish between half and whole steps.
* Students will increase the speed which they are able to recall and name 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 similar to Uno or Crazy 8s. It is called, ‘Steps’.

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 Steps.

**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 Steps. If they finish the game, they may start again. As they play, I will walk around and answer questions.

**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 the Chromatic scale for me, ascending?

What is a half step above a D?

What is a whole step above an E?

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 **Quick, Pyramid Solitaire, Klondike Solitaire, Squeeze, Perfect War, Major Battle, Music Gin Rummy, and C to B.** All reinforce interval numbers 1-8, all perfect, major, minor, augmented, and diminished intervals within an octave, both ascending and descending.

**Georgia Standards of Excellence:**

**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).

**MIDDLE SCHOOL:**

**Read and identify elements of notated music.**

* 1. Identify and define standard notation symbols
  2. Treble and bass clef notation

**Band:** MSBB.PR.3, MSIB.PR.3, MSAB.PR.3, MSJB.PR.3

**Chorus:** MSBC.PR.1, MSIC.PR.1, MSAC.PR.1

**General Music:** MSGM6.PR.3, MSGM7.PR.3, MSGM8.PR.3

**Guitar:** MSGT6.PR.4, MSGT7.PR.4, MSGT8.PR.4, MSGT6.PR.4, MSGT7.PR.4, MSGT8.PR.4

**Music Appreciation:** MSMA.CR.1

**Orchestra:** MSBO.PR.2, MSIO.PR.2, MSAO.PR.2

**Piano:** MSPT6.CR.1, MSPT7.CR.1, MSPT8.CR.1, MSPT6.CR.1, MSPT7.CR.1, MSPT8.CR.1

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

* 1. Identify and describe compositional elements.
  2. Relate the use of compositional devices (intervals) to the interpretation of music for listening and for performance.

**Band:** MSBB.RE.1, MSIB.RE.1, MSJB.RE.1

**ELEMENTARY**

**Band**

**Read and identify elements of notated music.** ESBB(4-5).PR.3

**a.)** Identify and define standard notation symbols (e.g. pitch, rhythm, dynamics, tempo, articulation, expression).

**Listen to, analyze, and describe music.** ESBB(4-5).RE.1

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

**Chorus**

**Analyze, interpret, and select musical works for presentation.** ESBC.PR.1

**c.)** Notate simple rhythms and melodies from aural examples utilizing a dictation method.

**General Music**

**Read and Notate music.** ESGM2.PR.3, ESGM3.PR.3, ESGM4.PR.3, ESGM5.PR.3

**b.)** Read and notate melodic patterns within a treble clef staff.

**Listen to, analyze, and describe music.** ESGM4.RE.1, ESGM5.RE.1

**b.)** Describe music using appropriate vocabulary (e.g. fortissimo/pianissimo, presto/largo/moderato/allegro/adagio, legato/staccato, major/minor), **intervals (e.g. step, skip, repeat, leap),** timbre adjectives (e.g. dark/bright), and texture adjectives (e.g. thick/thin).

**Orchestra**

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

**a.)** Identify notes in the staff and on ledger lines of respective clef.

**b.)** Read and notate notes within key signatures D, G, and C.

**Piano**

**Notate music.** ESP.CR.1

**a.)** Utilize a counting system and pitch learning procedure to read music appropriate to

ability.

**b.)** Notate simple rhythms and melodies utilizing a dictation method.

**d.)** Notate a simple musical composition.