**The Distance**

**Musicards™ Lesson Plan**

**for High School Beginning, Intermediate, and Advanced Music Theory and Composition**

**Joseph E. Reed**

2018

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

**45-60 minutes**

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

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

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

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

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

**Objectives**

* Participants will memorize and more quickly recall the musical alphabet.
* Students will recognize and memorize interval numbers ranging from Seconds to Sevenths.
* 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, ‘The Distance’.

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 The Distance.

**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 The Distance. If they finish the game, they may start again going up by 2nds. Or, if they are ready for a variation, they can go up by 3rds. As they play, I walk around, answer questions, and further explain the differences between 2nds, 3rds, and other intervals.

**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 tell me the Musical Alphabet?

What is a 3rd above a D?

What is a 4th above an F?

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, Squeeze, 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.