

MUE

Lesson Planning Template

The Alignment of Basal Musical Concepts

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I. ***Behavioral Objective*** (s)

Students in Ms. McCormick's Piano I class will demonstrate their ability to play the C major scale on piano, in two octaves, with both hands simultaneously, fluently.

Students in Ms. McCormick's Piano I class will demonstrate their ability to play the I, IV, I, V, I chord progression in C major, on piano, with both hands simultaneously, accurately.

- II. ***Lesson Overview***: Students in Piano I will review the C major scale, and recall the common chord progression from their Music Theory I class. I will then introduce how to play the common chord progression, and then how to play it with the inversions most commonly used. I will then give students time to practice this individually as I survey the room, give individual advice, and help as needed. This lesson coincides with Kentucky Learner Goals 2.24, 2.25 and 2.26, as they will learn how music across many genres and styles share a common "outline" such as the chord progression I, IV, I, V, I. This lesson will reinforce knowledge from the students' corresponding music theory class, but it will mainly develop the students' piano playing skill.

- III. ***Contextual Factors***: The students in Ms. McCormick's Piano I class are also enrolled in the corresponding Music Theory I class. Previously, in the music theory course, students have learned and demonstrated their understanding of how to create a major scale using whole and half steps, how to build chords within the diatonic scale, how to notate chords with roman numeral analysis, and how to invert chords and notate inverted chords. In the corresponding piano class sessions, the students have learned and demonstrated their understanding of how to play the C major scale, and how to play simple melodies in the key of C. In the most recent music theory class session, students in Ms. McCormick's class began to discuss what chord progressions are, starting with the most basic chord progression - I, IV, I, V, I. As the students are learning about chord progressions in the music theory class, they will learn how to play the basic I, IV, I, V, I progression on piano (starting with the C major scale). In covering equitable material in both the Music Theory I and Piano I classes, the students will gain knowledge of music theory and directly apply that knowledge to develop the skill of piano playing.

- IV. **Content Standards:** The National Standards for Music Education primarily associated with this lesson include Standard 2 – performing on instruments, alone and with others, a varied repertoire of music – because the students will be learning and demonstrating their knowledge of how to utilize basic piano skills. They must use the skill they will attain from this lesson in order to play a varied repertoire of music. This lesson also incorporates Standard 3 – improvising melodies, variations, and accompaniments. In learning the common chord progression, I, IV, I, V, I, student's in Piano I will learn and demonstrate their understanding of how to improvise simple accompaniments utilizing this chord progression.

- V. **Basal Alignments:** During this lesson, the basal alignments for music, pitch, texture, accompaniment, harmony, tonality, and contrast will be used to reinforce the content of the lesson. I will use each of these elements and their alignments to reinforce what the I, IV, V, I progression is, what it does for the overall musicality of a piece, and how it, along with these elements elicits an aesthetic response.

- VI. **Resources:** Piano Laboratory equipped with 10 pianos, each piano must be equipped with a pair of headphones, Chalkboard or Blackboard, chalk or dry-erase markers, *Alfred's Group Piano for Adult's* book

- VII. **Assessment/Evaluation:** I will assess students in the Piano I class by surveying the students during in-class individual practice times, and by asking students to play individually or in small groups. I will take notes on each student's strengths, weaknesses, progress, regression, or stand-still in order to accurately assess individually and class-wide. Upon the completion of the major scales and basic chord progressions unit, I will give a playing test where I will ask the students to demonstrate their ability to play the C major scale and I, IV, I, V, I progression individually.

- VIII. **Linking:** During this class session, students will demonstrate their understanding of how to play a C major scale and the corresponding chord progression, I, IV, I, V, I. As our unit continues, the students will also learn the remainder of the major scales and their corresponding chord progressions, continuing up the circle of fifths. In addition, as our unit continues, students will learn how to improvise simple melodies, and accompany a melodic line using the common chord progression. In order to further develop their skills on the piano in this way, students will be introduced to the major scales and how to build the I, IV, I, V, I progression from any given scale, starting with C major.

- IX. **Procedures:** Provide a description of how the lesson will proceed from Initiation, to Implementation, to Closure:

Before the class begins, I will write out the daily objective, which will be “Students in Piano I will learn to play the common chord progression I, IV, I, V, I in C major.” I will then, underneath the objective, write out the C major scale on a grand staff, and draw a triad from each scale degree. As the students enter the class, I will stand by the door to greet them. According to my outlined expectations from the class syllabus, students are expected to warm up and get out their piano books during the first 5 minutes of class. When this time is up and I am ready to begin our class session, I will close the door and approach the front of the classroom. I will greet the class once more, and I will begin a discussion by reading our daily objective aloud. I will then ask my students to play the C Major scale (on two octaves). After the class has played the C major scale, I will then initiate a conversation with my students about their previous music theory lesson (where they learned about the common chord progression I, IV, I, V, I). I will ask questions that will tie our music theory class into our current piano class such as, “In our last music theory class, we learned about chord progressions. Can anyone tell me what a chord progression is?” I will select a student to answer this question. Following this, I will then say, “In our class this morning, we outlined one chord progression in particular. What would that progression be? What chords would we put together to form the most common chord progression?” I will then select another student to answer this question – the correct response being I, IV, I, V, I. I will then ask a member of the class to come to the board and spell out each chord. Now that we have fully reviewed the previous lesson, I will ask the students to play this progression on piano. I will give them up to five minutes to practice playing the chord progression. I expect that my students will struggle playing these chords fluently until I introduce the inversions. After they have had time to practice, I will ask them if playing these chords is difficult. I will then explain that it may be difficult to play the chords in this fashion because the IV and V chords are typically with inversions (when played as a quick progression). I would go on to explain that although the I chord would remain in root position, the IV chord will be played in first inversion, and the V chord will be played in first inversion with the omitted and the 7th added. I would then write the correct fingering for each chord on the board, followed by a demonstration of how this chord progression sounds with the inversions. For the remainder of the class, I would allow my students time to practice this progression (with headphones) as I walk around the room to survey each student individually, give advice and guidance as needed, and assess the overall technique of each student and the class as a whole. As our class comes to a close, I will tell my students to practice playing the C major scale followed by this progression for their homework. I will tell the students that I may ask them to play the C major scale and chord progression individually at any given time during our class, and I expect mastery.