

LP/PPT - 4/BT
Teaching = A-
Larry,

A-

lead in ?'s !!

Blues

Leading follow-up ?'s

- be specific
- be slower !!
- allow wait time (3 sec.)

Avoid dialogue yet to group discussion

Content is good

Goals/Chord Qualities?
Form?
Structure?

Knowledge of keys & Triads?

What are your
main goals/Student takeaways?

Student worksheet

(Check st. work)

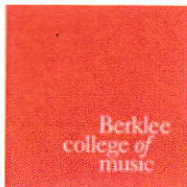
Teacher talk + nerves

Chord prog ex. - more
time vs. moving on
How to gauge?

HW

Blues or no blues? !!

Give more time (play through)



Lesson Plan



Larry, This is good. Be a bit more specific in the areas indicated, but generally how? This is very good.

Name: Larry Shea
Grade/Class: 7th Grade General Music

Date: 9/27/16

1. Measurable Objective(s): At the end of this lesson, students will be able to identify a I IV V blues progression in classic rock music (usually? usually?)

2. Required Prior Knowledge and Skills:

- Key signatures
- Triads
- Artists, musical components, and brief history of classic rock music
- Major and minor key Solfege from Do-Do

3. Review Needed: Students will review basic key components (i.e instruments, styles, tempos, etc.) and a brief background of how classic rock originated from previous lessons.

4. Materials, Repertoire, Equipment needed:

- Computer and speakers
- White board and dry erase markers
- Piano
- Recordings of songs: Roll over Beethoven, Rock and Roll, Jailhouse Rock, The seeker, Eight days a week, Pride and Joy
- Journal/ paper and pen (expected to bring each class)
- Fill in the progression worksheet

5. Agenda:

1. Listen and write down ideas
2. Sharing time
3. What makes the blues?
4. Chord Progression and Form
5. Group work Analysis
6. Blues or not? Identification

6. Lesson Sequence (be sure to list time in the pacing section)	Pacing
<p>A. Brief Opening:</p> <p>Brief Review: As the class begins, students will first collectively review and share what they know about classic rock music already. Students will have turns to share and ideas will be collected on the board.</p>	<p>1-2 min.</p>

<p>B. Learning Activities:</p> <p>1. Listen, respond, and write</p> <ul style="list-style-type: none"> • Play recording of the song "Roll Over Beethoven" all the way through. Students will write down what they hear based on guidelines. • Have students focus on listening for what makes the song unique, what does it sound like/ remind them of, and what kind of form do they think it may be. <p>2. What did we notice?</p> <ul style="list-style-type: none"> • Have students share what they noticed and compile an ideas list on the board. Teacher will lead the conversation to what makes the song's form stand out and what the song's style sounds similar to. <p>3. What makes the blues?</p> <p>A) Brief Background</p> <ul style="list-style-type: none"> • Tell students about how this song uses a blues chord progression • Many early classic rock songs (Chuck berry, Elvis, Who) are based off of and influenced by the blues <p>B) Students will figure out what characteristics make a blues progression (All discovered answers will be written by students on the board in a list)</p> <ul style="list-style-type: none"> • Replay the song from first verse and ask students to identify how many different chords they hear. Write on list. • Students will then be asked if they can hear how the progression repeats and have to figure how many measures it is. Play song and let students figure out then write on the board <p>C) Students will then figure out what the chords are by using Solfege</p> <ul style="list-style-type: none"> • Students will sing a C major scale in solfege. First time just singing, second time, using their fingers to number each scale degree. Write scale on board • Teacher will play each chord on the piano and students will use solfege skills to find the pitch for the root of the chord. From there, they will use triad knowledge to spell the chord, and identify the chords tonality and numeric function. Write each chord on the board and teach how each roman numeral corresponds • Write down what the three chords are (I IV V) in the list <p>4. Chord progression of the blues</p> <ul style="list-style-type: none"> • Teacher will outline 12 bars for a blues progression on the board • Students will listen to the progression of "Roll over Beethoven" played by the teacher and count along with the measures to identify when the chords change. 	<p>1. 3-4min</p> <p>2. 1-2 min</p> <p>3. 6-8 min</p> <p>4. 6-8 min</p> <p>put on board? listening guide/mp?</p>
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<ul style="list-style-type: none"> Students will raise their hand, I.D what chord it is, and write the name in the staff with the Roman numeral above each measure. <p>5. Group work analysis</p> <ul style="list-style-type: none"> Students will group up into pairs of two and be handed a blank staff paper to fill out their own blues progression and analysis Groups will be assigned the key of G, F, B-flat, or D major As a class, teacher will guide them how to mark out the measures for a 12 bar blues Students will work together to put the chords in the line spaces, the triad of the chord on the bottom, as well as the roman numeral analysis on top of each measure Share 1 or two examples with the class 	5. 10-12 min
<p>C. Assessment:</p> <p>Formal: Students will be formally assessed based on their work done in the group analysis. If students show proper understanding of the material by correctly filling out the analysis as well as properly showing the correct steps by working with their group partner, they will receive a check on the assignment and next to their name on a class grid. If they do not show a great understanding, they will receive an X next to their name and check-minus or X on the assignment. <i>of the means?</i></p> <p>Informal: Students will be informally assessed based on the way they contribute to providing answers in the listening and identification portions of the lesson. Especially in the closing activity, this will be important. If a student seems to be lacking in participation or does not grasp the concept, they will receive a (*) next to their name.</p>	
<p>D. Closing/Wrap-up:</p> <p>I.D Blues or not?</p> <ul style="list-style-type: none"> Students will be handed a worksheet for identifying if the chord progression of 5 different songs will be blues progressions or something different. Students will circle the answer choice of yes or no on the worksheet and share/ reveal the answer to the class. Afterwards, students will write down in a blank space the title of the song played as well as it's composer 	3-5 min
<p>E. Assignment: Students will be asked to find and share 3 classic rock songs on their own for next class. One of the three will be a blues progression. Students will record the title, composer, and a brief reaction in their journals.</p>	

7. Accommodations: (a. Special Needs, b. ELL etc.)

ELL: An ELL student has trouble keeping up and understanding verbal instruction. This student will be placed up in front of the class so they can see all visual cues and written instruction from the teacher. When handed a worksheet, they will be given extra time to finish and be paired with a student who can provide visual aid.

ADHD: A student with ADHD has trouble keeping still and focusing on the lesson. This student will have space in the classroom that will allow them to move a bit freely as well as a written instruction on their desk so in case they missed any information, they can look at this for reference.

8. Teacher Reflection/Self-Evaluation: TBA

9. National Standards:

Creating

Plan and make, Evaluate and Refine, Present

Performing

Analyze, Interpret

Responding

Select, Analyze, Interpret, Evaluate

10. State Standards:

Singing,
Reading & Notation
Critical Response
Purposes & meaning in the arts
Role of artists in communities
Concepts of style
Stylistic influence & stylistic change
Interdisciplinary connections

Secondary Methods

9/29/16

Middle School Lesson Plan Reflection

After teaching my lesson on identifying blues progressions to my 7th grade middle school class, I felt that overall, the intended objective and goal of the lesson was met with various errors and mishaps along the way. In the lesson, students exhibited a good understanding of listening for what a blues progression sounds like and how it is structured based on the results of various learning activities. Some activities that I felt went well in particular were the opening listening exercise, chord identification, and blues or no blues identification. This was due to the fact that the content was structured in a reasonable and stepwise manner that allowed students to learn off each phase and advance to the next one. I also felt that the interaction of singing and guided listening helped too as it allowed for physical and aural connection to the material.

There also were many errors and flaws that prevented the lesson from going as planned, causing it become crammed and rushed. The greatest of these was time management and planning. In this lesson, the amount of material and time it took to cover all of it made the lesson rushed and did not give students a comfortable and open space to learn in. This also led to my verbal instruction and communication to become rushed and repetitive, making the lesson too fast and unclear for the students. In order to have prevented this, I would have allowed more time and room for listening and questions rather than have students learn more amounts of material and be rushed in that amount of time to complete their activities. In fact, I would do this lesson again but instead of the group work sheet, I would have the whole class fill out the 12 bar progression sheet together with the teacher, allowing room for questions, broad understanding, and giving more space for the learning process to be at the correct pace it needed to be. Some additional things I could have changed to make the lesson more effective would be using a clearer recording example to listen to in the beginning, allowing more time for question and discussion as a class,

...ing clarity and correction in instruction and material, relaxing and take more pauses between questions and instructions, as well as structuring the activities and time to make the closing blues identification longer and open for discussion along with presenting the material in a logical way. Lastly, I would redesign this lesson to focus in more detail on the listening aspect of identifying blues progressions rather than structuring, analyzing, and composing aspects. To do this, as mentioned before, I would change or eliminate the group analysis part of it to allow more time for listening, questions, and discussion.

Overall, I felt that the greatest issue of this lesson was the way it was rushed and unorganized due to cramming of material and limit of time, and I would therefore change the lessons structure. If I were to do this lesson again, I would focus the main objective to be listening and identifying blues progressions, and then save the composition and structure aspects to a later lesson plan. In spite of that, I felt the content of the lesson and what students were able to gain out of it went well for the most part, but could of used a lot of improvement.