

**PMEA Model Curriculum Framework
Lesson Plan Template**

Lesson Title:

Check One:	<input checked="" type="checkbox"/> General Music	<input type="checkbox"/> Ensemble	<input type="checkbox"/> Harmonizing Instruments
	<input type="checkbox"/> Theory & Composition	<input type="checkbox"/> Music Technology	
Grade Level(s): 7th	<input checked="" type="checkbox"/> Single Day Plan	<input type="checkbox"/> Multi-Day Plan	<input type="checkbox"/> Unit Plan
Lesson Objective(s):			
<i>What will students learn and be able to do as a result of this lesson?</i>			
Students will be able to sing “Kookaburra” in tune and with good projection while accompanying themselves with a D major chord on the guitar.			
Lesson Description:			
<i>Is the description clear and concise? Does it communicate skills, competencies, and expectations in a way that is understandable to students, parents, and administrators? Is there evidence of appropriate rigor in the lesson?</i>			
The 7 th grade general music students will learn how to sing the short song “Kookaburra” through call-and-response while being accompanied on the keyboard. They will practice their melodic memory of the song by singing it in a two-part and three-part round with their classmates. Then, they will transition to playing the guitar and complete a short warm-up involving finger dexterity and string letter name review. I will demonstrate the fingering for a D major chord on the guitar, both through modeling and by projecting a visual of the chord chart. The students will have a few minutes to practice strumming this chord on their own while I walk around and check their fingerings and posture. After checking all the students’ hand positions, we will practice strumming the chord together and make adjustments based on the pitches and tone quality. Next, we will begin to incorporate adding the guitar chords to “Kookaburra” by having half the class sing the song while the other half strums the D chord to the beat. Finally, after both sides of the class have both sung and played separately, the students will sing the song while simultaneously accompanying themselves on the guitar.			
Rationale:			
<i>What is the purpose of this lesson? Why is this important? What specific skills and understandings does it provide? How does the lesson fit into the overall curriculum for this course?</i>			
The song “Kookaburra” is a great introduction to guitar accompaniment, since it is a simple melody that only involves one chord. The melody itself also includes a full octave vocal range, opportunities for different articulations, and can be sung as a round. By learning the song through call-and-response, the students will improve their tonal memory skills and internalize complex rhythms without realizing it, which will benefit their long-term development as musicians.			
The D chord is an ideal first chord to learn on the guitar for younger students, since it only involves putting fingers down on three consecutive strings instead stretching the students’ hands to the point of frustration. The use of three fingers instead also aids the students in building callouses as early as possible, so they get used to the pressure needed to push down on the strings. This kind of dexterity			

will improve their fine motor skills while also aiding them in any other instruments they play in future ensembles.

This lesson sets the expectation for the rest of the guitar curriculum, in which students will learn a variety of other guitar chords to use while accompanying their singing voices. In the next few classes, they will learn how to switch between multiple chords, but it is important to first establish a solid framework for hand positioning, posture, and tempo on just one chord.

Teacher Resources and Equipment:

What teacher resources (resource books, textbooks, supplementary materials, websites, instruments etc.) are needed to support this plan?

- Piano or keyboard
- Guitar with strap
- Slideshow projection with “Kookaburra” lyrics and D chord chart

Student Resources: *What student resources (technology, recorders, instruments, etc.) are needed to support this plan?*

- Classroom guitars (no picks)

Connections: Choose those most applicable. These may be found in the MCF Documents.

PA Competency(s): Perform and create music, focusing on the process of creating/recreating, rehearsing, reflecting and revising (9.1.3.A, 9.1.3.B, 9.1.3.G).

PA Essential Questions:

- EQ: “How do musicians improve their skills?”
 - Concept: “Musicians use the process of creating/recreating, rehearsing, reflecting and revising to improve their skills.”
 - (9.1.3.A, 9.1.3.B, 9.1.3.G)
- EQ: “Why it is important to be able to create, recreate and perform music independently?”
 - Concept: “While much of the school-based musical experience happens within a group, it is also important for people to be able to create, recreate, rehearse and perform music independently.”
 - (9.1.12.A, 9.1.12.B, 9.1.12.C, 9.1.12.G, 9.1.12.H)

PA Big Idea(s): “The skills, techniques, elements, and principles of the arts can be learned, studied, refined, and practiced.”

National Standards Enduring Understanding(s): “To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.”

National Standards Artistic Processes (Check all that apply):

- Creating Performing Responding Connecting

National Standards Music Process Components: Rehearse, Evaluate, and Refine.

Standards: Choose those most applicable. These may be found in the MCF Documents.

PA Standards:

(9.1) Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts.

National Core Music Standards:

(MU:Pr5) Develop and refine artistic work for presentation.

Performance Measures:

How will you assess student learning?

Attach a copy of the grading tool or rubric that will be used to evaluate student understanding of the objective.

During the lesson, students will be formatively assessed on their ability to sing *separately* from playing the guitar. Applying both aspects simultaneously will only occur after acceptable mastery of each skill on its own.

After the students have received more practice time on this lesson, I would use the following rubric to summatively assess student learning:

<u>Singing</u> - Pitch accuracy & intonation - Appropriate volume/projection - Steady tempo - Appropriate articulation (short on word "stop")	___/3 points
<u>Posture (guitar to body)</u> - Sitting up tall - Guitar upright - Feet flat on floor OR legs crossed	___/3 points
<u>Posture (left hand)</u> - Curved fingers - Thumb resting on guitar neck - Pressing string with fingertips	___/3 points
<u>Posture (right hand)</u> - Strumming over sound hole - Right arm resting over curve of guitar body	___/3 points
<u>Fingering: D Chord</u> - Correct finger numbers (1, 3, 2 in left → right order) - Correct frets (2, 3, 2 in left → right order) - Fingers on correct strings (G, B, high E) - Fingers do not touch/mute neighboring strings	___/3 points
<u>Strum Pattern</u> - Strumming correct strings (D, G, B, high E) - Appropriate amount of pressure for strings to sound - Accurate strum pattern (all down) - Strum tempo remains steady	___/3 points
<u>Singing/Playing</u> - Guitar strumming is in time with song tempo	___/3 points

- Song is in same key as guitar chord (D major)
- Student is able to focus on both singing and playing simultaneously

TOTAL: ___/21 points

Depth of Knowledge Level(s):

Include multiple levels of knowledge moving students towards higher and deeper levels of thinking - strategic and extending thinking.

DOK 1: Recall

- SWBAT recall a simple vocal melody through call-and-response
- SWBAT memorize the parts/strings of the guitar and the hand position for a D major chord

DOK 2: Skill or Concept

- Students will improve fine motor skills while increasing finger dexterity
- Students will musically multitask by simultaneously singing and playing

Instructional Process:

Procedures:

What instructional processes, instructional strategies, and instructional tasks will you use to meet the objectives and goals of this plan?

- 1.) Begin class by outlining today's lesson goals.
 - a. Learn a new song ("Kookaburra").
 - b. Review parts of guitar, string names, and playing posture.
 - c. Learn first guitar chord (D major).
 - d. Accompany selves on guitar while singing "Kookaburra".
- 2.) Lead vocal warm-up (stretch, breathe, speak, sing).
- 3.) Demonstrate new song for class by singing while playing D chord on keyboard.
 - a. Project lyrics on board.
- 4.) Model song again while asking students to tap the beat (line up with keyboard chords).
- 5.) Sing through song a few more times, with students joining in as they get familiarized with melody.
- 6.) Have students sing song as a class on their own to assess knowledge level. Add more repetitions if necessary.
- 7.) Divide the class in half and sing "Kookaburra" as a two-part round to give students opportunity to improve melodic independence.
 - a. If successful, try three-part round.
- 8.) Have students grab guitars and return to seats.
 - a. Before retrieving instruments, review guitar rules and establish expectation to ONLY play when given permission.
- 9.) Review guitar parts and string names/numbers.
 - a. Quick mini quiz: "Point to the guitar neck... put your thumb on string #5... where do we strum the strings?" etc.
- 10.) Finger dexterity warm-up
 - a. Put down fingers 1-4 on high E string to establish hand frame.

- b. Strum each finger four times together as a class.
- 11.) Demonstrate D chord hand position for class.
 - a. Display chord chart on board.
 - b. Review how to read chord chart (“How many strings do we strum?”).
- 12.) Walk class through putting down one finger at a time.
 - a. Be very clear about difference between FINGER numbers, FRET numbers, and STRING numbers.
- 13.) Give students time to independently practice their D chord while walking around to assess individual students’ finger/hand positions. Make adjustments where necessary.
- 14.) Strum D chord together four times as a class.
 - a. Review strumming expectations.
 - b. Explain how to make adjustments if students notice their strings sounding muted.
 - c. Repeat exercise until tone and intonation is satisfactory.
- 15.) Divide the class in half, and ask one half to sing “Kookaburra” while the other half strums their D chord in time to the tempo.
 - a. Start with the guitar side first, leading them in a steady strum pattern before cueing the other side in to sing.
 - b. Switch roles once both sides are comfortable, cohesive, and consistently accurate.
- 16.) Demonstrate what it sounds like to sing “Kookaburra” while strumming at the same time.
- 17.) Give the students a few minutes to practice singing and playing simultaneously. Walk around the class and provide assistance where necessary.
- 18.) Sing “Kookaburra” while strumming the D chord together as a class. Repeat several times until students are able to maintain a steady tempo, produce a clean guitar tone, and sing with an appropriate volume level.
 - a. Use summative rubric to measure student learning, both individually and as an overall class.
 - b. Apply results to objectives for next lesson.

Differentiation Strategies:

How will you differentiate instruction and assessment?

For students with physical limitations or underdeveloped fine motor skills, I would ask them to strum on open strings instead of pressing fingers down. If they are able to pick out individual strings, they could strum the open D string instead of playing the full D chord. Another option is to strum a slower pattern (ex: whole notes instead of quarter notes).

For students with learning disabilities, I would provide color tapes for the guitars that aid in finger placement for the D chord and subsequent new chords that we learn in the class. I would also give them the option to either sing OR play if they are struggling with applying both simultaneously.

Essential Vocabulary:

What essential music vocabulary words will students learn and use during this lesson?

- Tempo
- Pitch
- Beat
- Articulation
- Tone
- Lyric
- Melody
- Accompaniment
- Round

District-Defined Initiatives (as applicable):

Include any specific information that your school district has defined as an educational priority.

SCASD Music Department Vision Statement: "A music empowered student values music as part of a comprehensive education and an essential expression of the human experience. Students become lifelong patrons and practitioners of music through creativity, critical thinking, music literacy, and aesthetic awareness."