

Guitar Improv Lesson Plan

Your Name: Matt Garrity

School Name: Chestnut Hill Community School	Date: 2/28/18
Supervising Teacher: Josh Guerraz	Time: 8:55-9:40
Class/grade(s): 6th	No. of students: 22

Massachusetts Art Curriculum Framework Music Standards (include detailed standards by grade level)

- 4.1 Improvise “answers” in the same style to given rhythmic and melodic phrases
- 4.7 Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
- 5.1 Perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, dynamics, harmony, and form

Lesson Objectives

Students will:

- Effectively play and switch between the chords C major and A minor
- Improvise over those two chords on a C pentatonic scale on a keyboard instrument or with their voice on a neutral syllable

Materials and Setup Needed to Deliver Instruction (list music, audio equipment, instruments, etc.)

- Risers
- Finger Charts
- Guitars
- Guitar Picks
- Xylophones set up with only the bars A C D E and G
- Piano/Keyboards
- Projector and Computer to project chord finger charts

Procedures

1. Introduction Phase (engage students; set expectations; state outcomes)
 - Good Morning! Today we’re going to do some improvising with the pentatonic scale over the chords A minor and C major. Lets start by getting out our guitars and reviewing our A minor and C major Chords
2. Focus Phase (describe learning experiences/activities; include differentiated learning strategies)

- Reviews A minor and C Major Chords
 - Lets slowly practice switching between them! (Start with 4 A minor chords, two counts and switch to 4 C major chords then repeat, when good with that take the two counts out and switch directly)
 - So over here I have some xylophones with the notes of a pentatonic scale set upon them (explain how the pentatonic scale makes it so improvising is easy! Notes won't sound bad) I need some brave volunteers to play these xylophones!
 - Have everyone play 4 C major chords to 4 A minor chords on loop and demonstrate the improvising
 - See what you can do with just a few notes? Now you give it a try!
 - Have students go down the line and improvise one by one on the xylophones
 - Do this a few times then get new students to come up to the xylophones until all students have had a chance to improvise.
 - Explain trading 4's concept, Demonstrate with a stronger student.
 - Have students pass along the improvisation
3. Closure Phase (reinforce, review, reflect on learning outcomes)
- See how much you can do with just a few notes and a few chords? You made up so much music that you could have written your own song!
 - Lets put our guitars back and I'll call the quietest riser to line up.

Assessment

Circle one: Formal / **Informal** **Individual** / **Group**

Assessment instrument(s):

- Ears
- Eyes
- Finger Charts

Assessment procedures:

- Observe students fingers on the guitar chords
- Observe students on Xylophones

Accommodations/modifications

Students who are English Language Learners (ELL):

- Project chords on the screen give as many visual aids as possible

Students with other special needs:

- Visual aids and give differentiated instruction.

Extension (include additional guided practice activity, assessment, etc.)

- Now I'm going to add a few notes. (demonstrates singing with la ti do re and mi)
- If anyone wants to try singing with those fives notes over these chords feel free!