Lesson Plan "Guitar Chords - Back in Black"

SGM Lesson Plan Template	
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Lesson Title/Name of Song: "Guitar Chords - Back in Black"

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Critical Questions/Lesson Objectives/Instructional Outcomes.

Outline the concepts, knowledge, skills or applications that students will be able to demonstrate upon completion of this lesson. Objectives may be stated in the form of a critical question students should be able to answer. Action oriented and measurable.

SWBAT demonstrate increased facility on the guitar and drum set by performing underlying chord progressions and backbeat for the ACDC rock song, "Back in Black."

SWBAT develop their social awareness within the ensemble by communicating and playing in time with their fellow ensemble members.

UDL Questions: What chords do you play? What rhythms do you play? When do you play them? When do you switch your chords? How can you strum it most effectively? How do you play each chord?
Who do you play with in the ensemble? How do you listen and stay together? How do you adjust if you get "off?"

Relationship to Overarching Learning Goals

How does this lesson support enduring understandings and build upon previous knowledge? How does this lesson support the next lesson in the instructional sequence?

Students will build upon and practice previous knowledge of posture, fingering, and reading notation to perform this chord progression. They will also practice playing with a steady beat, prolonging/maintaining the rhythmic groove of the song (increasing the number of "reps" that they are capable of sustaining), and communicating/listening with their fellow ensemble members.

In the next lesson, we will add on a wider variety of chords to strengthen the students' musicality.

Instructional Materials/Resources:

List all materials and resources required by the teacher and/or students. Include preparation and special instructions that should be in place at the start of the lesson.

Classroom guitars and other instruments (like drumset or classroom percussion instruments)
Guitar Chord Buddy or Guitar One-Key Chord Assisted Learning Tool (available on Amazon)
Audio recording of "Back in Black" for reference
Modified/transposed score with lyrics (to use in demonstrations and teaching)
Modified/transposed recording and play-along video
Parts for each of the students (print out beforehand)
Multi Colored highlighters or crayons (should match the colors of the buttons on the chord helper tool) to make notes or annotate the score, or just print color-coded copies of the parts.
Chromebook with DAW (like Soundtrap or Garage Band)

Optional Materials:

Loop pedal to use in recording or performance

Instructional Activities:
Includes questioning techniques, grouping strategies, pedagogical approaches.

1. Introduce and Focus on Song Choice   Discussion of Previous Connections/Memories
   a. Listen
   b. Discussion   Emotional Connection

2. Warm Up   Prepare the Body for Rehearsal
   a. Head/Neck Roll and Shoulder Squeezes   Relax and relieve tension for focusing
   b. Lumbar Twist   Relieve tension from sitting
   c. Finger and Hand Stretches   To prepare students for playing
      a. instruments with specific holds or grips

3. Aural Skills - Compare and Contrast Original Recording to New
   a. Question and highlight differences from original to new recording
   b. Show demonstration video if available

4. Score Study   Students build understanding of notation and its
      1. correspondence to performed or recorded song
   b. Lead students through questions
      i. What does the pattern sound like for the drum beat?
      ii. What chords do you play on guitar?
      iii. What rhythm do you play?
      iv. When do you play it?
      v. When do you switch your chords?
      vi. How can you strum it most effectively?
      vii. How do you play each chord?
   c. Make score annotations as necessary as a class

5. Set Up Instrument Playing Space   Create Ideal Ensemble Setup Space (Clear Visual
      i. Lines and Flexible Space)
   b. Gather near drumset leading sound, create circle and have set up clear
   c. Facilitate circular but flexible space so students can see each other in the ensemble, but also easily turn around or away to have individual practice time

6. First Run Through   Try performing the song or loop
   a. Count Off and Ensemble Communication
   b. Perform
   c. Feedback

7. Individual Practice Time
   a. 1-1 Attention and Feedback - working directly on student issues
   b. Use technology to relieve gaps in student performance sounds
   c. Allow peer collaboration and peer-guided practice, working in partners, etc.

8. Ensemble Practice and Final Run Through
   a. Question ensemble communication and expression
   b. Help individuals as necessary
   c. Emphasize peer collaboration

9. Clean Up

Differentiation According to Student Needs:
Indicate the strategies you will use to address diverse student learning needs. Include accommodations for students with an IEP or 504, cultural, or linguistic needs.

Clear sequential labels on sheet music so the student will understand what we are doing first, second,

last (formatting). (already built into individual parts)
Peer engagement. (using peer practice time to ask questions in a more casual space).
Live demonstration of song and performance (singing and strumming, fitting with drum beat).
Teaching both instruments (incorporating student choice).
Incorporating technology (students can make the drum beat live in class or record on GarageBand or make with a drum machine).
Pedagogical assistance (miming with student while playing or practicing, pointing in time to appropriate locations for chord change or drum set sound).
Simplified notation (large print score, abbreviated notation to simplify, simplified chord symbols)
Color coding and clear labeling corresponding to all instruments and technology available.