Subject: Guitar Lesson: 2 of 3
Grade: 10 Time: 60 minutes

Big Idea/Hook: Now that we know the chord progression l, V, vi, lV on the guitar, we can start to make our own music and become rockstars!
*The Teacher will begin the class by playing the recordings listed in the Anticipatory Set.

Objectives:

Content Objectives	Language Objectives	Skills/Strategies Objectives
Students will be able to demonstrate their ability to play the chord progression I V vi IV on the guitar in the key of C major. Students will able to write their own verse based on the chord progression I V vi IV with the rhyme scheme AABB or ABAB	Students will be able to understand vocabulary such as chord progression, medley, poem, rhyme, rhyme scheme, verse, song as demonstrated by the teacher.	Students will be able to write their own verse using AABB for ABAB rhyme scheme. Students will further develop their finger and struming technique with the I V vi IV progression given in class practice time.

Materials:
- Students will have their own guitars
- Staff paper, pencils, lined paper (if necessary)
- Computer/Speakers with Youtube access for the video "4 Chords, 35 Songs" on youtube (http://www.youtube.com/watch?v=nhivdSMdMxc)
- Lyrics for the songs "Stronger" and "We Found Love" on overhead sheets
- Wikipedia I V vi IV progression song chart (http://en.wikipedia.org/wiki/List_of_songs_containing_the_I-V-vi-IV_progression)

Assessment Plan:
Anticipatory Set:
As the students are entering the classroom and setting up, recordings of the following will be playing in the background:
- "Stronger" by Kelly Clarkson (Youtube)
- "We Found Love" by Rhianna

Introduction to the subject to be learned:
"Today we're going to be working reviewing the chord progression l, V, vi, lV in the key of C major and begin writing our own song with the chord progression and strumming pattern (jokingly add they could be millionaires just like every other pop singer we've studied this unit).

Lecture/Discussion:

The teacher will review what a chord progression on the board and notate the progression on the whiteboard for the students. The teacher will review the strumming patterns for whole note, half note and quarter note strumming.

Lecture/Demonstration:
Following a review of the previously learned material, the teacher will play the video "4 Chords, 35 Songs" youtube clip for the students. As part of an extended review, the students will be required to sing the tonic of each chord change of the progression and hold up the appropriate number of fingers for each chord (index finger for I chord, five fingers for V chord, six fingers for vi chord and four fingers for IV chord).

Guided Practice:
- The teacher will put the lyrics for the songs "Stronger" and "We Found Love" on the overhead. The teacher will play clips from each of the songs and have the students follow along. The teacher will show the chord progression with fingers as the recording is playing.
- After the recording of each song has stopped playing, the teacher will open a discussion about what types of poems and texts are associated with pop music and the 4 chord progression. (Essentially, the most common themes in pop music are love, lost love/heart break, money, but can really be about anything).
- Students will also be asked to analyze the rhyme scheme of the poem (do the lyrics rhyme or not?). Most important thing to note is that it can be either rhymed or unrhymed. It's free to musical expression and creativity.

Independent Practice:
- The students will be given 10 minutes to get into groups of 4 or 5 and write one verse of a poem of their choosing (can be about any topic or theme, rhymed in AABB or ABAB form and must utilize the 4 chord progression of I, V, vi, IV).

In-Class Performance:
At the end of the 10 minutes, the students will be asked to perform their verse in their groups with the chord progression for the class.

Informal Assessment:
The teacher will attend to the students verse and chord progression, reflecting on their use of text and strumming pattern in the performance.

Closure:
The students will be given a homework assignment: to write their own poem at least 3 verses long (rhymed or unrhymed) and set it to the chord progression of I, V, vi, IV. This assignment may be completed individually or in groups of 2-3 max. Students must turn in a copy of their lyrics with the chord symbol changes written above the lyrics for next class.

Adaptations	Modifications	Extensions
- Vocabulary to be aware of: chord progression, medley, poem, rhyme, rhyme	- For those students who are struggling, they may play the chord progressions in whole note patterns	- In addition to this assignment, students can also pick another song using the progression and analyze the text of the poem

scheme, verse, song • Writing a verse may be difficult for some students. Be sure to circulate and help them when necessary.	instead of adding rhythm at this point • They may also write 1 short poem verse instead of the 3 verses required for the assignment and do not need to add a melody to it at this point (I'm more interested in whether they can put their ideas on paper) • They may do an alternate assignment and find an already composed song of their choosing and write the chord symbol changes above the lyrics (shows they can identify the chord progression.	and describe in a paragraph or two how the poem has been set to the music. (How have the lyrics been represented in the music in regards to phrasing and articulation etc). • Students may provide an analysis of their own poem and describe what the lyrics mean and why they chose to set it to that particular progression • Students will be encouraged to look at the Wikipedia page that contains a list of songs that uses the I V vi IV progression (http://en.wikipedia.org/wiki/List_of_songs_containing_the_I-V-vi-IV_progression)