

Texas State University
Video Teach Lesson Plan Format:
Secondary Block

Name: Cesar Gonzalez

Title/Concept or Skill: Major Scales

Gr. Level/Subject: Music 6th grade

Domain 1: Planning

- TEKS: Music Level 1, 1.C: define concepts of music notation, intervals, and chord structure using appropriate terminology
- ELPS: 3.E: share information in cooperative learning interactions

1c: Setting instructional outcomes:

Instructional Outcome(s):

- The students will be able to build a major scale using the whole/ half formula at 90% accuracy.

Importance of Instructional Outcomes/Content

- (a) Scales are the foundation for developing aural and technical skills on musical instruments
- (b) Understanding the construction of major scales will greatly benefit the students and prepare them for learning about other scales and key signatures
- (c) Students will gain a more detailed understanding of tonal music and the melodic and harmonic tendencies that have been studied and used since the time of Bach. This will result in a greater appreciation, support and endorsement for music education and live music performance.

1f: Designing student assessments

- Students will describe the relationship between note direction and the words “sharp” and “flat”
- Students will describe the difference between whole steps and half steps
- Students will build a major scale by starting on a given root note

1e: Designing coherent instruction: Anticipatory Set

- Teacher will play a chord progression starting on a given tonic (in major) and moving around within the scale
- Teacher asks students where home base is
- Students volunteer to sing
- Teacher provokes the resolution of the progression using a dominant chord.
- Teacher resolves chord
- Teacher explains why the need to resolve occurs
- Teacher elaborates on scales

Procedures/Activities/Explanations

- Teacher aurally sets up a tonic (home base) on the harmony director
- Students listen
- Teacher plays chord progression and does NOT resolve to tonic
- Teacher asks students to sing tonic
- Students sing
- Teacher gives feedback
- Teacher resolves
- Teacher explains the need for music to go to and come from somewhere
- Teacher asks students if they felt the need for the music to go somewhere else
- Teacher deems this “somewhere” as home base.
- Teacher sets up yet another root chord.
- Teacher explains harmonic movement as it relates to scales

- Teacher draws attention to piano chart
- Teacher asks students what a half step is
- Students respond
- Teacher asks students what a whole step is
- Students respond
- Teacher asks students what direction “sharp” goes
- Student raises hand and responds
- Teacher asks students what direction “flat” goes
- Student raises hand and responds

- Teacher draws staff on board
- Teacher draws C (below staff)
- Teacher explains “major scale” formula (W,W,H,W,W,W,H)
- W = Whole step, H = Half step
- Students recite the pattern
- Teacher writes formula on the board
- Using the formula, teacher starts on C and follows the sequence of whole and half steps
- Teacher repeats process using different root note (B flat)
- Students aid teacher in constructing the major scale
- Teacher asks for volunteer to build a scale starting on E Flat
- Other students give feedback and aid volunteer student

Closure

- “What was the first thing we did today, class?”
- “We listened to you play the piano”
- “What was that all about?”
- “We learned that music wants to get back “home””
- “What was the next activity?”
- “We reviewed whole, half steps, “sharp” and “flat”
- “Yes. What was next?”
- “We learned the major scale formula?”
- “And what is that formula”
- “W,W,H,W,W,W,H”
- “What did we do next?”
- “We learned how to build a scale!”

1b: Demonstrating Knowledge of students

Differentiated Instruction

English Language Learners: For ELL’s the teacher may use a word chart with terms such as sharp, flat, whole step, half step.

Special Education:

A student with a visual impairment could sit at an actual piano and touch all of the keys instead of simply looking up at the board.

A student with a hearing impairment may sit in the front of the class and largely rely on visual reinforcement. The teacher should speak more slowly and use many hand gestures.

Gifted/Talented: A GT student may learn to construct more elaborate scales such as natural minor, melodic minor and harmonic minor.

Struggling: For a struggling student, they may stay on the beginning part of the lesson and dictate what direction “sharp” makes a note go and what direction “flat” makes a note go.

Extension activities for all learners: After constructing major scales, the students can learn the fingerings for the notes in this sequence and finally, learn to play them up and back down

1d: Demonstrating knowledge of resources

Resources

- White board
- Piano/ Keyboard chart (poster)
- Harmony Director (piano)