

Classroom Music Lesson Plan

Title of Lesson: Guitar Tablature

Teacher's Name: Josh Lisner Grade Level: College ATM II

Learning Goals

Be able to do (behavioral): By the end of the lesson, students in the ATM II class will be able to read and play a simple melody written in guitar tablature with a success rate of 80%.

Understand (cognitive): By the end of the lesson, students will understand the concept of guitar tablature and translate the notation into the correct frets and strings.

Materials

- Guitar or Bass
- Recording to play along to
- Tablature chart shown below.

Pumped up Kicks Foster of the People

The image displays two sections of guitar tablature. The first section is for 'Pumped up Kicks' and is divided into two measures. The first measure is labeled 'Em' and the second 'G'. The tablature is written on a six-string guitar staff. The first measure (Em) has notes on the 6th string (0), 5th string (0), 4th string (0), and 3rd string (2). The second measure (G) has notes on the 6th string (3), 5th string (3), 4th string (0), and 3rd string (2). The second section is for 'Foster of the People' and is also divided into two measures. The first measure is labeled 'D' and the second 'Am'. The first measure (D) has notes on the 6th string (0), 5th string (0), 4th string (0), and 3rd string (2). The second measure (Am) has notes on the 6th string (0), 5th string (2), 4th string (0), and 3rd string (3), followed by a final note on the 6th string (0).

Assessment

Formative: After the lesson students will perform the melody for each other. If there is time, the students will play the melody while the other half play chords written above.

Process

Partner: (Honor their world by beginning with an experience students bring to the classroom. Include time for students to collaborate and respond through sharing and discussion.)

Students will partner up and discuss what they notice about the chart in front of them.

Present: (Sequence the lesson steps. Take the learning from their world to the world of the classroom. Present the information and allow time for students to practice and respond. Engage critical thinking, problem posing, and problem solving.

I will explain the tablature chart and how it translates to the strings and frets. I will then demonstrate playing through the example.

Personalize: (Make the learning personal to the students. Provide opportunities for students to create and be musicians. Encourage original thinking and innovation.)

Students then will play the exercise along with me playing chords or the exercise. This depends on how fast the students are picking it up and if they are independent.

Perform: (Communicate and share the new learning as students perform through concert presentation, demonstration, or exhibition.)

The students will divide and some of the students will play the exercise while others play the chords that accompany. If there is time students will have the opportunity to switch.