

Lesson Plan Template

Name: Thomas B

Date: 4/6/25

Grade:

Homeroom Teacher (if elementary school):

Unit Title: Jazz

Lesson Title: Improvising

Lesson #: 1

Time: 15 minutes

Unit Objective:

What do you expect students to know at the end of this unit?

- Students will be able to demonstrate and understand how to play different chords
- Students will be able to improvise over a 12 bar blues

Lesson Objective:

Students will be able to demonstrate knowledge of improvisation by improvising over a chorus of tenor madness

Essential Learning Outcomes (ELOs):

Which of the following ELOs will students develop through this lesson?

1. Critical and creative thinking
2. Quantitative literacy
3. Information literacy
4. Written and oral communication
5. Integrative and applied learning
6. Inquiry and analysis
7. Program competency
8. Creative problem solving
9. Teamwork
10. Civic knowledge and engagement
11. Intercultural knowledge and competence
12. Ethical reasoning and action
13. Foundations and skills for lifelong learning

National Core Arts Standards:

What standards will this lesson support?

(MU: Pr4.2.7) b - When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

(MU: Pr6.1.7) a - Perform the music with technical accuracy and stylistic expression to convey the creator's intent.

Assessment:

How will you measure enduring understanding? What tools will you use?

<p>I will work with students individually to ensure that everyone has an understanding of what is expected to happen. I will play a variety of songs that they could get inspiration from in order to accomplish the goals. Students will evaluate how they felt about the improvisation and any critiques they had for their work</p>	
<p>General Description:</p> <p>We will first start the class by listening to the song “Tenor Madness”. We will then listen to the solos once or twice. Once we listen to a few of the solos, students will talk about what they heard in the recording(liked or disliked). Students will then have time on their own to practice improvising using only chord tones. We will go around the room and hear everyone solo, only using the chord tones. We will then do the same activity but with the minor pentatonic scale.</p>	
<p>Materials:</p> <p>List all the materials that you will need for this lesson:</p> <ul style="list-style-type: none"> -Keyboard -Acoustic Guitars -Bass -Drum kit -Projector 	
Content	Timing
<p><u>Introduction</u></p> <p>How are you going to introduce the material for today’s lesson? Make a list:</p> <ul style="list-style-type: none"> ● Introduce the agenda for today ● Introduce the song 	5 minutes
<p><u>Block 1</u></p> <p>Listening</p> <ul style="list-style-type: none"> ● We will listen to the recording of Tenor Madness ● We will then listen to the solos in the song a few times <ul style="list-style-type: none"> ○ Students will share out what they liked or disliked about a particular solo ○ Students will also share what they noticed about the different improv styles <p>Imitating</p> <ul style="list-style-type: none"> ● Chord Tones <ul style="list-style-type: none"> ○ Students will spend time practicing playing notes/ideas that connect the chords together using chord tones ○ Students will have the option to share a small section they worked on, or they can do a whole chorus ● Minor Pentatonic Scale <ul style="list-style-type: none"> ○ Students will spend time practicing playing notes/ideas that connect the chords together using the minor pentatonic scale 	15 Minutes

<ul style="list-style-type: none"> ○ Students will have the option to share a small section they worked on or they can do a whole chorus ● 	
<p>Content Modification</p> <ul style="list-style-type: none"> ● If students are having a hard time improvising more time will be given ● If students are having a hard time improvising, they will be able to work with peers to come up with ideas 	
<p>Content Extension</p> <ul style="list-style-type: none"> ● If students are improvising well and confidently, then we will trade fours with each other ● If students are improvising well and confidently, then we will each play a chorus 	
<p><u>Block 2</u></p> <ul style="list-style-type: none"> ○ 	
<p>Content Modification</p>	
<p>Content Extension</p>	
<p><u>Block 3</u></p>	
<p>Content Modification</p>	
<p>Content Extension</p>	
<p><u>Block 4</u></p> <p>,</p>	
<p>Content Modification</p>	
<p>Content Extension</p>	
<p>5-minute warning to clean up</p>	
<p>Clean up</p>	
<p><u>Exit ticket</u> (optional):</p>	
<p>Assessment of students as a group (How did they do today?):</p>	
<p>Self-assessment (How did I do today?):</p>	
<p>Plans for next lesson:</p>	