**Creating a Lead Sheet and Chord Chart Lesson Plan Notes**

**Objective:**

Students will gain an understanding of the purpose of a lead sheet and chord charts for use in contemporary music by completing exercises in Noteflight.

This activity is an excellent opportunity for students with little academic training, but good ears (ex. a guitarist who learns pop songs by ear) to work with students that have had good academic training on their instrument, including reading music, but little opportunity to learn contemporary styles and are not accustomed to learning by ear (ex. band and string students)

**Time frame:**

Each exercise is progressive in difficulty and to be presented based on the skill level and needs of each class. It is recommended to create multiple examples of each exercise until students demonstrate proficiency.

**Prior knowledge:**

For Exercise 1: Knowledge of basic music symbology and identification of note names on the treble clef. Basic knowledge of triad construction.

For Exercise 2: At least some students in the class should have knowledge of chords on either piano or guitar for popular songs they know. Basic knowledge of harmonic movement is helpful, but not essential.

For Exercise 3: At least some students in the class should have experience with melodic notation. Transposing instruments will need to know how that works when they write music.

For Exercise 4 (advanced): Students with a strong desire and knowledge base for transcribing melody and harmony.

**Sequence:**

* If it has not been done already, develop a pre assessment to identify strengths/weaknesses in the following areas:
  + Basic music symbology, including basic pitch, rhythm, and form (repeat signs and text, etc.)
  + Major and minor chord construction
  + Basic harmonic movement
* Develop multiple examples for each exercise that can be presented in class. It is not necessary that the entire class do the same song, unless desired.
* Once the material is presented and questions answered, the goal is for students to be able to work at their own pace, actively listening to, writing, and practicing songs. Small group work around a computer/mobile device is highly encouraged, even better if your class environment allows students to play instruments (having a guitarist, vocalist, flautist and cellist, for example, learning “Summertime”, huddled around a laptop at the bottom of a stairway is an awesome sight)
* Consider having a deadline for songs, where students come up with their own homework plan. They may decide to do the theory/writing at home and play in class, or have each member record on Noteflight at home, etc.
* For final assessments, consider in class “live recording” sessions (can be as simple as recording with a phone)
* Exercises can work progressively or as stand alone units during appropriate times of the year

Feel free to send me a message if I can be of help or address any concerns:

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