

LESSON PLAN: 1, 4, 1, 5 (I IV I V) Progression with A, D, & E

Objective:

Students will be able to use the A, D, and E chords to play a 1, 4, 1, 5 (I IV I V) chord progression enabling them to play and recognize this in dozens of songs.

Resources:

Major Chord Jam Card 1a, Scale Chords Jam Card 6b, Jam Card 7b, song charts and lyrics for “The Lion Sleeps Tonight” by The Tokens, “Brown Eyed Girl” by Van Morrison, “Free Falling” by Tom Petty, and “American Pie” by Don McLean

Procedures:

- 1 Use the Major Chord Jam Card to form the A, D, and E chords. Notice that each chord has a black key in the middle. Practice switching between these chords to prepare for using them in songs.
- 2 Play the 1st A, D, and E progression to the songs “The Lion Sleeps Tonight” and “Brown Eyed Girl”. Students who are new to doing this may want to play only on the first beat of each chord and spend the other counts getting the hands into the next position, while more experienced students can maintain playing the comping pattern while switching chords. Since the chord progressions are the same, what makes them different is the melody and use of rhythm.
- 3 Play the 2nd A, D, and E progression to the songs “Free Falling” and “American Pie”. This time the progression moves twice as fast spending only 2 counts on each chord. Here again, the chords are the same making the only difference being the melody and rhythm.

Extensions:

- 1 The chords are represented in “root position” which makes playing a 2 handed comping pattern a lot easier. This also helps train the ear to hear the movement of the chords and makes understanding chords a lot easier. After a student is familiar with using root position chords to play this progression, try using Jam Card 7b which puts some of the chords in other shapes (called inversions) that are easy to reach without having to move the hand.
- 2 Discuss chord progressions as numbers related to the key you are in. This chord progression is typically called a “1 4 1 5” progression by musicians because A is the 1st chord in the key, D is the 4th, and E is the 5th. Ask students to use the musical alphabet and name these three chords in different keys. “What chords would make a ‘1 4 1 5’ progression in the key of C? How about in the key of G?”



Fig. A

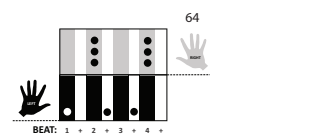
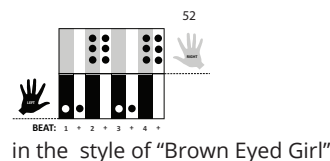
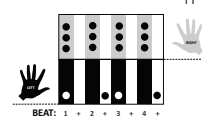
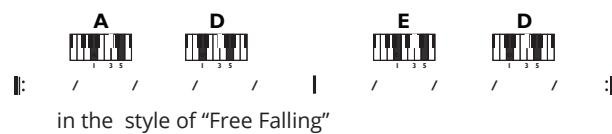


Fig. B



National Core Arts Standards (Music):

Anchor Standard 4: Select, analyze, and interpret artistic work for performance. Example: General Music MU:Pr4.2.4 b. When analyzing selected music, read and perform using iconic and/or standard notation. Example: General Music MU:Pr4.2.5 a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. Common Core Correlations: CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.Math.Content.K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. CCSS.MATH.CONTENT.K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). (Compare root position and inverted chord shapes)

