

## Caribbean Resolution Lesson Plan with Follow Up Applications to Other Chord Progressions

A Caribbean Resolution is music that represents a rhythmic broken chord progression of D Major to C Major from the Caribbean. The idea and name Caribbean Resolution was introduced by Kaila Rochelle with contributions by Akini Gill, New York University Graduate Music Education student intern Spring 2013.

What are the National and State Standards that this lesson supports?

Grade: non graded

Students Aged: age 17-21 special education

Goal: Students will improve their understanding of chord progressions in different cultural contexts.

Objective: Students will participate in *The Caribbean Resolution* by listening, observing, and playing an instrument.

Prerequisite Behavior:

Students will have some experience playing instruments.

Classroom Materials: Any or all of the following:

A variety of keyboard instruments including acoustic piano, small portable keyboards and roll up pianos.

Bells, drum, xylophone, percussion and steelpan.

Introduction: The teacher will explain the Caribbean Resolution in small segments.

Presentation: A visual cue showing the letters (notes) in the chord progression.

[http://specialneedsinmusic.com/text/lessons/sheets/lgn\\_sheets/lgn\\_the\\_caribbean\\_resolution.pdf](http://specialneedsinmusic.com/text/lessons/sheets/lgn_sheets/lgn_the_caribbean_resolution.pdf)

The Caribbean Resolution - D major to C major in Caribbean music patterns (mp3 audio file).

[http://specialneedsinmusic.com/text/lessons/lesplns/SNIM\\_Caribbean\\_Example\\_2013\\_0312.mp3](http://specialneedsinmusic.com/text/lessons/lesplns/SNIM_Caribbean_Example_2013_0312.mp3)

The Caribbean Resolution webpage

[http://specialneedsinmusic.com/multi\\_med\\_lesson/intro\\_jazz\\_blues\\_lessons/\\_JL\\_caribbean\\_resolution\\_files/\\_JL\\_caribbean\\_resolution.html](http://specialneedsinmusic.com/multi_med_lesson/intro_jazz_blues_lessons/_JL_caribbean_resolution_files/_JL_caribbean_resolution.html)

Teacher will invite students to sit in a circle.

Ask each student what instrument they would like to play or tell student to choose their own instrument. Have students choose or give out the instruments. Demonstrate how to play each instrument as needed.

Show students *The Caribbean Resolution* links available at <http://specialneedsinmusic.com/wkshlsn.html> in the [Worksheets](#) section on the Music Achievement Certificates and Workshop Lessons webpage.

Go to the piano and play a simple chord broken progression and as a short progression that represents the Caribbean Resolution.

Highlight to the students that two different color bells produce two different notes.

Ask the students to join in by playing their instruments to the feel of the aspect heard, which signifies the Caribbean Resolution.

Observe to ensure that each student is playing and is in time with the music to the best of their abilities. If a student cannot play the entire chord resolution with other students he or she can play notes from the first chord throughout.

Groupings: Students can be grouped as follows, depending on the particular abilities of the class.

High Functioning: play the entire Caribbean Resolution.

Middle Functioning: play a repeat of chord 1 or a drone tone.

Low Functioning: play percussion, including adapted percussion.

Closure: Great Job! The teacher asks the students to perform in groups playing their instruments to any type of music that signifies the Caribbean Resolution.

Classroom Management:

**If necessary remind students of classroom rules.**

Teacher will insure successful music participation by all students by supporting Behavior Intervention Plans where indicated and keeping to consistent routines for classroom structure.

## Instructional Adaptation for Special Learners:

### Prompting Methods:

Teacher and paraprofessionals will use verbal, visual and kinesthetic prompts as needed. This can include one or two step directions, modeling, guided practice through physical prompts and auditory examples such as the playing of the chords by the teacher or links at the website.

[http://specialneedsinmusic.com/text/lessons/sheets/lgn\\_sheets/lgn\\_the\\_caribbean\\_resolution.pdf](http://specialneedsinmusic.com/text/lessons/sheets/lgn_sheets/lgn_the_caribbean_resolution.pdf)

[http://specialneedsinmusic.com/text/lessons/lesplns/SNIM\\_Caribbean\\_Example\\_2013\\_0312.mp3](http://specialneedsinmusic.com/text/lessons/lesplns/SNIM_Caribbean_Example_2013_0312.mp3)

[http://specialneedsinmusic.com/multi\\_med\\_lesson/intro\\_jazz\\_blues\\_lessons/\\_JL\\_caribbean\\_resolution\\_files/\\_JL\\_caribbean\\_resolution.html](http://specialneedsinmusic.com/multi_med_lesson/intro_jazz_blues_lessons/_JL_caribbean_resolution_files/_JL_caribbean_resolution.html)

**Visual impairments:** the two concerns are the ability to move freely and safely and see the notation and the notes on the steelpan. These students will have assistance to help them move to the instruments and play the correct notation.

### Hearing impairments:

a seat next to the instrument will be made available so that the vibrations of the pattern can be felt.

### Physical/orthopedic impairments or health issues:

the teacher will support all accommodations with Individual Education Programs (IEP) and 504 Plans; students will be asked to move to the best of their ability. If the child is unable to grasp with his hand, teacher will use a bell bracelet. We will ensure they are not hindered in anyway. For students with learning disabilities, the lesson will be designed in several short segments that are reinforced by repetition then strung together. The teacher will make sure students understand each direction.

**Behavioral issues:** the classroom rules will be enforced. All BIP (Behavior Intervention Plans) will be followed on an individual basis.

### Speech/language communication issues:

students will use their communication devices to respond to the teacher's instructions and questions.

Homework: Have students when applicable, practice using the [Silent Keyboard Worksheet](http://specialneedsinmusic.com/text/lessons/sheets/silent_kybd.pdf)  
[http://specialneedsinmusic.com/text/lessons/sheets/silent\\_kybd.pdf](http://specialneedsinmusic.com/text/lessons/sheets/silent_kybd.pdf)

Applications to Other Chord Progressions:

Apply this lesson plan to [Jazz Chord Progressions](#) found at the following links.

Worksheets: [Large Graphic Notation Jazz Chord Progressions](#)

[http://specialneedsinmusic.com/text/lessons/sheets/lgn\\_sheets/\\_lgn\\_jazz\\_chord\\_progressions.pdf](http://specialneedsinmusic.com/text/lessons/sheets/lgn_sheets/_lgn_jazz_chord_progressions.pdf)

[Chord Progression based on Satin Doll webpage](#)

[http://specialneedsinmusic.com/multi\\_med\\_less/intro\\_jazz\\_blues\\_lessons/\\_JL\\_satin\\_doll\\_files/\\_JL\\_satin\\_doll.html](http://specialneedsinmusic.com/multi_med_less/intro_jazz_blues_lessons/_JL_satin_doll_files/_JL_satin_doll.html)

[Basic C Major Jazz Chord Progression No.2 webpage](#)

[http://specialneedsinmusic.com/multi\\_med\\_less/intro\\_jazz\\_blues\\_lessons/\\_JL\\_basic\\_C\\_major\\_jazz\\_progres\\_No\\_2\\_files/\\_JL\\_C\\_maj\\_jazz\\_chord\\_progress\\_no2.html](http://specialneedsinmusic.com/multi_med_less/intro_jazz_blues_lessons/_JL_basic_C_major_jazz_progres_No_2_files/_JL_C_maj_jazz_chord_progress_no2.html)

[12 Bar Blues Song in G webpage](#)

[http://specialneedsinmusic.com/multi\\_med\\_less/intro\\_jazz\\_blues\\_lessons/\\_JL\\_12\\_bar\\_blues\\_files/\\_JL\\_12\\_bar\\_blues\\_style\\_song\\_10\\_0128.html](http://specialneedsinmusic.com/multi_med_less/intro_jazz_blues_lessons/_JL_12_bar_blues_files/_JL_12_bar_blues_style_song_10_0128.html)

Teacher Comments and Adjustments for Using this Lesson Plan for Other Chord Progressions Presentation:

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Additional Comments:

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## Lesson Assessment &amp; Evaluation:

Assessment	Developing=1	Frequent=2	Evident=3
Student chooses an appropriate instrument to play.			
Student is able to follow teacher's instructions.			
Student assists a classmate.			
Student is playing an instrument.			