

# LESSON PLAN: G and C Using Target Notes

## Objective:

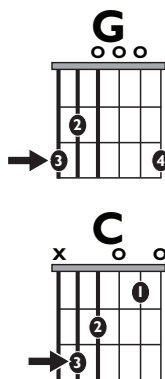
*Students will be able to change chords easily using the concept of “Target Notes” to move to a new chord*

### Resources:

Handouts in teacher manual of the G and C chords.

### Procedures:

- 1 Have students play the G chord on their guitars. Spend a moment to make sure that everyone has it, maybe even pairing students together or having them work in small groups so that they can help each other.
- 2 Ask students which finger plays the note closest to their chins. This will be on the 6th string in the 3rd fret and may be either the 1st finger or the 2nd finger, depending on how you decide to teach this chord.
- 3 Tell them to remove their hands from the guitar, and then find the chord again using a “target note” by first placing this note on the 6th string and then allowing the other fingers to get into their positions. This target note is the first note the pick will strike, and is also the “root” of the chord making it the most important one to hear.
- 4 Repeat this same procedure with the C chord, playing the note on the 5th string with the 3rd finger and then allowing the 1st and 2nd fingers to find their homes afterward.
- 5 Play the G chord by finding its target note first followed by the other fingers, then strum. Stop and repeat this process with the C chord. Stop and go back to the G chord. Always target note first followed by other fingers.
- 6 Try switching between the chords slightly faster, spending about 2 seconds on each chord and increasing the speed until you can change in 1 second or less!



### Extensions:

Have students play along with medleys of songs that use this chord progression over and over, like “Imagine”, “Waiting in Vain”, etc.

Play the C chord being aware of playing the target note in a way that simultaneously “mutes” the 6th string. Since the root of this chord is on the 5th string, that note will sound the strongest. Good guitar players learn how to place fingers on notes to not only get notes they want, but mute notes they don’t want. The difference is just a millimeter or two in finger placement, having the finger placed in a way that it holds down the note on the 5th string while gently touching up against the 6th string so that it can’t make any sound.

### National Core Arts Standards (Music):

Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Example: Harmonizing Instruments MU:Pr5.1.H.5a (Novice) Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and refine the performances. Common Core Correlation: CCSS.ELA-Literacy.RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

