

Lesson Plan 1:

Name: Conner Busby

Date(s): 10/20/2016

Lesson Title: Musical form

Unit Title: Introduction to Musical Form

Student Materials: Paper and Pencil

Teacher Materials: Powerpoint presentation, White board/marker, Projector/screen, Laptop

Standards	Objectives (including at least one related to academic language)	Assessment (Formative <u>and/or</u> Summative)
1RE: Explain how the elements and subject matter of music connect with disciplines outside the arts	Students will be able to verbally identify and label patterns	Formative: When given examples such as a panoramic picture, students will be able to identify and label patterns with 100% accuracy Summative:
		Formative: Summative:
		Formative: Summative:
		Formative: Summative:
		Formative: Summative:

<i>Differentiation Category- (Why does this student need an accommodation/modification?)</i>	<i>Accommodation/Modification</i>	<i>Rationale (Why is this accommodation/modification appropriate?)</i>
Above average learners	tiered extension activities/group work activities	Provide student with opportunity to be challenged and pursue deeper understanding of lesson topic
Below average learners	tiered extension activities/one-on-one activities	Provide students additional instructional support to assist in topic comprehension/less in depth activities to assure comprehension

Lesson Procedures

Lesson Introduction: (AKA warmup, bellwork...in other words, what will be done to review, preview, etc.)

A picture of a panoramic view will be displayed on the board and students will be asked to jot down as many observations as they can make in an allotted amount of time(inferences)

Lesson Procedures: (Provide a detailed list of steps that you will take to implement this lesson. Think about opportunities for guided practice, independent practice, modeling, checking for understanding, etc.)

- 1) Have a panoramic picture displayed on the board through use of a projector and projector screen
- 2) Next, gain students attention by asking them to clap twice and further ask them to take out a piece of paper and pencil to jot down as many observations about the picture as they can make
- 3) Give them scaffolding questions, “How does the picture begin and end?”, “What is happening in the photo?”, “Does the time of day seem to be obvious?”
- 3) After a minute or two, ask the students to raise their hand and explain any patterns they see or observations they made
- 4) If students notice a pattern in the photo, show students how the ideas in the photo can be represented with letters to show a pattern

- 5) Change slide to “Musical Form!”-sales pitch, “Have you ever.....” (short infomercial style speech about students recognizing repeated sections in a piece of music)
- 6) Define musical form to class and introduce the 4 types of musical form we will be learning this week
- 7) Explain why learning about musical form is important-more efficient rehearsals, chunking information, and deeper knowledge about western/non-western music
- 8)Activity: the next few slides will display various patterns of shapes of varying colors
- 9) The students will be walked through the first pattern as an example(being introduced to terms such as Prime) to show how the exercise will work when they are asked to participate
- 10) Next, the students will be asked to look at the provided patterns and to raise their hands to answer questions about the preceding patterns

Closure:

-Ask students what they learned today. At end of lesson, students will be informed that the following three days will be learning of Strophic, Binary, Ternary, and Rondo forms where a Jeopardy Battle of the Sections will occur on the final day.

Homework/Extension Activities:

-Students will be asked to create a pattern of shapes and colors like we did at the board. Pattern must contain At Least two ideas(A,B,C). Further, identify with a large letter above each new idea what is being represented in the pattern at the point in the assignment. (all completed assignments will award one point to the individual's section's score during the final lesson segment “Battle of the Sections)

Lesson Plan 2:

Name: Conner M. Busby

Date(s): 10/21/16

Lesson Title: Strophic/Binary Form

Unit Title: Introduction to Musical Form

Student Materials: Paper and Pencil

Teacher Materials: Lesson plan, projector/screen, slideshow, laptop,

Standards	Objectives (including at least one related to academic language)	Assessment (Formative <u>and/or</u> Summative)
4CE Identify and respond to simple music forms (e.g., AB, ABA).	Students will be able to identify and label sections in music AND overall form with 100% accuracy	Formative: Given a musical excerpt, students will be able to identify and label sections in music AND Strophic/Binary form with 100% accuracy Summative:
2RE Notice and describe what they hear in selected pieces of music and compare their responses to those of others.	Students will be able identify new and repeating sections in an excerpt of music and verbally explain their rationale with 100% accuracy.	Formative: Given Badinerie by Bach, students will be able to identify new and repeating sections and verbally explain their rationale with 100% accuracy Summative:
		Formative:
		Summative:
		Formative:
		Summative:
		Formative:
		Summative:

<i>Differentiation Category- (Why does this student need an accommodation/modification?)</i>	<i>Accommodation/Modification</i>	<i>Rationale (Why is this accommodation/modification appropriate?)</i>
Above average learners	tiered extension activities/group work activities	Provide student with opportunity to be challenged and pursue deeper understanding of lesson topic
Below average learners	tiered extension activities/one-on-one activities	Provide students additional instructional support to assist in topic comprehension/less in depth activities to assure comprehension

Lesson Procedures

Lesson Introduction: (AKA warmup, bellwork...in other words, what will be done to review, preview, etc.)

-Amazing Grace will be playing as students enter the room as this will be the piece they will be using in their activity at the end of the lesson

Lesson Procedures: (Provide a detailed list of steps that you will take to implement this lesson. Think about opportunities for guided practice, independent practice, modeling, checking for understanding, etc.)

1. Once class officially starts (2:05pm), the students attention will be gathered by me saying, “Clap Twice” and they will be instructed to take a seat on the risers
2. The projector will be showing the first slide labeled, “Strophic & Binary Form!”
3. I will introduce the forms that we will be looking at for the day and explain that our goal is to gain a base understanding for what each form is and have at least one song in our information toolbox to use as a reference example

4. The next slide will be of two listening examples-the students will be asked to raise their hands and make some observations about what they see/hear on the slide
5. Strophic form will be further explained and shown in the form of a timeline on the board with bubbles and letters representing each return of the A section
6. “But, what if we added a New idea?”-BINARY
7. Explain to students that introducing a new idea makes the piece Binary (Bi meaning two)
8. Change slide to Binary Form slide
9. Define Binary form and show a visual timeline to represent the two ideas
10. Rounded Binary is the looping of these two ideas
11. Musical example-Badinerie by Bach-AABB
12. Students will be taught that a common(but not law) practice is to repeat each section of music in Binary form creating AABB in structure
13. Students will be instructed to raise their hand when they hear the music change from A to B
14. They will be asked at the end of the selection to use appropriate academic language to identify what made the two musical ideas different and how they knew.

Closure:

-A quick review of the two forms learned today will take place and any questions the students have will be taken

Homework/Extension Activities:

-Students will be asked to identify a song that is in either Strophic or Binary(rounded) and write it down to bring to class the following day. They will be asked to create a visual timeline for their song with the correct number of “musical ideas” and proper identification (A,B,C). For my above average learners, they can add if the “musical idea” is Prime or at what point in the song the ideas change through time markings. For below average learners, an alternate assignment opportunity is the shape pattern exercise from lesson #1. However, this assignment must be specific to strophic/binary form.

(Scoring: identifying a piece of music's form and labeling sections correctly is worth 1 point. Creating a pattern based on strophic/binary form is worth ½ a point.)

Lesson Plan 3:

Name: Conner M. Busby

Date(s): 10/24/16

Lesson Title: Ternary Form

Unit Title: Introduction to Musical form

Student Materials: Paper and Pencil

Teacher Materials: Lesson plan, slideshow, pencil, projector/screen, laptop

Standards	Objectives (including at least one related to academic language)	Assessment (Formative <u>and/or</u> Summative)
4CE Identify and respond to simple music forms (e.g., AB, ABA).	Student will be able to identify/label ternary form in a provided musical recording	Formative: Students will be able to identify/label ternary form in a provided musical recording with 100% accuracy Summative:
5RE Compare and contrast subject matter common to music and other subject areas.	Student will be able to define the musical term ornamentation and identify various examples	Formative: Students will be able to define the musical term ornamentation and identify its relative musical form(Ternary) with 100% accuracy Summative:
		Formative: Summative:
		Formative: Summative:
		Formative: Summative:

<i>Differentiation Category- (Why does this student need an accommodation/modification?)</i>	<i>Accommodation/Modification</i>	<i>Rationale (Why is this accommodation/modification appropriate?)</i>
Above average learners	tiered extension activities/group work activities	Provide student with opportunity to be challenged and pursue deeper understanding of lesson topic
Below average learners	tiered extension activities/one-on-one activities	Provide students additional instructional support to assist in topic comprehension/less in depth activities to assure comprehension

Lesson Procedures

Lesson Introduction: (AKA warmup, bellwork...in other words, what will be done to review, preview, etc.)

- Students will be asked what was learned during the day prior and I will use this information to segue into the lesson of the day!
- What forms have we covered? Compare and contrast those musical forms? Provide a musical example of each form?

Lesson Procedures: (Provide a detailed list of steps that you will take to implement this lesson. Think about opportunities for guided practice, independent practice, modeling, checking for understanding, etc.)

1. Start class with asking the students what they learned during the previous lesson
2. After review of students musical form content knowledge, I will introduce to them the form of the day
3. Musical form 3(Ternary): Return of the A!!
4. Review the the single musical idea in Strophic and that Binary has two musical ideas
5. Turn slide to beginning of Ternary and define/introduce concept

6. Students will be informed that the return of the A idea is typically altered through Ornamentation(the addition of extra notes to pre-established melodic idea)
7. Will define ornamentation and show slides that use pictures of vehicles and christmas trees as examples
8. Next I will sing a short improvised musical idea that shows ornamentation
9. Show students a common day musical example of Ternary form-"Twinkle Twinkle little Star"-Mozart (originally composed in 1761)
10. Show them the audio visual timeline for this song on the board
11. Closing activity: have students draw a 3 part pattern using at least 4 shapes in each pattern that clearly depicts an A-B-A pattern with some form of ornamentation on the repeated A section
12. Thank students for their time!

Closure:

-Review over what we learned thus far(Strophic, Binary, Ternary, Ornamentation, Prime) and thank students for their time!

Homework/Extension Activities:

-Ask students to find a song they enjoy listening to and identify the corresponding musical form. Make your own visual timeline of that piece. For above average learners identify each individual idea and determine the overall form of the song. If the below average learning level students do not wish to find a song in this form, they are permitted to create a pattern of shapes and make it specific to Ternary form.

(Scoring: identifying a piece of music's form and labeling sections correctly is worth 1 point. Creating a pattern based on strophic/binary form is worth ½ a point.)

Lesson Plan 4:

Name: Conner M. Busby

Date(s): 10/25/16

Lesson Title: Rondo Form

Unit Title: Introduction to Musical Form

Student Materials: Paper, pencil.

Teacher Materials: Projector/Screen, lesson plan, powerpoint, laptop

Standards	Objectives (including at least one related to academic language)	Assessment (Formative <u>and/or</u> Summative)
5CE Identify and respond to basic music forms (e.g., AABA and rondo).	Students will be able to identify/acknowledge Rondo form given a pre-selected piece of music	Formative: Students will be able to identify/label Rondo form given a selected piece of music with 100% accuracy Summative:
2RE Reflect on a variety of live or recorded music performances	Students will be able label the musical ideas in a preselected piece as A, B, or C	Formative: Students will be able to listen to "Fur Elise" by Beethoven and label the various musical ideas as either A-B-C with 100% accuracy Summative:
		Formative: Summative:
		Formative: Summative:
		Formative: Summative:

<i>Differentiation Category- (Why does this student need an accommodation/modification?)</i>	<i>Accommodation/Modification</i>	<i>Rationale (Why is this accommodation/modification appropriate?)</i>
Above average learners	tiered extension activities/group work activities	Provide student with opportunity to be challenged and pursue deeper understanding of lesson topic
Below average learners	tiered extension activities/one-on-one activities	Provide students additional instructional support to assist in topic comprehension/less in depth activities to assure comprehension

Lesson Procedures

Lesson Introduction: (AKA warmup, bellwork...in other words, what will be done to review, preview, etc.)

-”Fur Elise” will be playing as the students enter the room and students will be asked to sit when it ends!

Lesson Procedures: (Provide a detailed list of steps that you will take to implement this lesson. Think about opportunities for guided practice, independent practice, modeling, checking for understanding, etc.)

1. Start class with Beethoven’s “Fur elise” playing as students enter the classroom
2. Ask students to tell me two facts about each of the forms we have learned thus far(Strophic, Binary, Ternary)
3. Once they have answered and some of their new background knowledge is gained, introduce the fourth and final form of the lessons-Rondo!
4. Turn slide to Rondo Form and define/explain to students how this form compares/contrasts to those previously learned
5. Draw the visual timeline on the board for what this form looks like
6. Talk about Beethoven and introduce his fun fact to the students
7. Play fur elise and have students use provided letters cards to identify the different musical ideas as they occur in the piece
8. Thank students for their time!

Closure:

-Review all of the musical forms and prepare students for their “Battle of the Sections: Jeopardy” for the following lesson

Homework/Extension Activities:

-Allow students the opportunity to identify a song of their choosing that is considered Rondo form. Also, compare and contrast this piece to what was learned about Rondo form in class (challenge above average learners). They should have created their own visual timeline that shows the progression of the ideas. Again, if students do not wish to analyze/identify (in) a song, they are permitted to create one final pattern of shapes that is in rondo form. Each individual “idea” in their pattern must be created with at least four shapes.

(Scoring: identifying a piece of music's form and labeling sections correctly is worth 1 point. Creating a pattern based on strophic/binary form is worth $\frac{1}{2}$ a point.)

Lesson Plan 5:

Name: Conner M. Busby

Date(s): 10/26/2016

Lesson Title: Musical form Review

Unit Title: Introduction to Musical form

Student Materials: none

Teacher Materials: laptop, projector/screen, jeopardy materials, lesson plan

Standards	Objectives (including at least one related to academic language)	Assessment (Formative <i>and/or</i> Summative)
1CE Describe distinguishing characteristics of music forms (e.g., verse-refrain, AB, ABA, rondo, canon, theme and variation) from various cultures and historical periods.	Students will be able to verbally recall accurate information to answer music form/terminology questions	<p>Formative: Students, given a variety of music form related questions, will be able to verbally recall accurate information to answer questions with 90% accuracy.</p> <p>Summative:</p>
5CE Identify and respond to basic music forms (e.g., AABA and rondo).	Students will be able to identify/label musical form	<p>Formative: Students, given a musical recording, will be able to identify and label the form with 90% accuracy.</p> <p>Summative:</p>
		<p>Formative:</p> <p>Summative:</p>
		<p>Formative:</p> <p>Summative:</p>
		<p>Formative:</p> <p>Summative:</p>

<i>Differentiation Category- (Why does this student need an accommodation/modification?)</i>	<i>Accommodation/Modification</i>	<i>Rationale (Why is this accommodation/modification appropriate?)</i>
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Lesson Procedures

Lesson Introduction: (AKA warmup, bellwork...in other words, what will be done to review, preview, etc.)

-The class will come into me(teacher) wearing a suit and playing the jeopardy theme with the jeopardy logo up on the projector-creating game show environment

Lesson Procedures: (Provide a detailed list of steps that you will take to implement this lesson. Think about opportunities for guided practice, independent practice, modeling, checking for understanding, etc.)

1. Welcome the Class
2. Instruct them to take a seat and that they are to act as teams today during our “Battle of the Sections” jeopardy game
3. Each section will get the opportunity to answer the questions at the board at the same time but must use one individual each round as a spokesperson (different person each round)
4. Inform students, the team that answers previous question correctly then chooses the category and difficulty of following question

5. Ask students if they understand the rules or if they have any questions
6. Call up one member from each section to answer the first question which will be category 1 difficulty 1
7. This process will repeat until all the questions have been answered or time comes to an end
8. They will be informed that at the beginning of their next class a post-test will be handed out to provide them an opportunity to “show what they know!”
9. At the end of class, students shall receive a study guide with all the relevant information from the day's lesson to use in studying for their post-test assessment

Closure:

-Any final questions will be had at this time.

Homework/Extension Activities:

-Study. Students will be informed that their post-test for this unit will be given the following class period