**Lesson Plan: Music**

**NAME Charlene Blondo DATE March 19, 2016**

**Activity Name**

Large Group Selection and Analysis

**Grade Level/Class**

HS Choir – 8th-12th grade

**Major Concepts**

Process of music selection, analysis and performance.

**Materials and Resources**

* 18 varied choral pieces suitable for contest and their recordings.
* Listening logs for students to complete for each of the 18 pieces.
* Syllabus for this project.

**Rationale**

Teaching for Musical Understanding (TMU) focuses on the roles of the learner and the teacher. Since learning is an act of the learner, learner engagement and initiative are critical. The primary role of the learner is to engage actively, thoughtfully, and reflectively. Teachers provide social and musical scaffolding. In providing social scaffolding, teachers make sure there is time and space for learners’ musical thinking and process as they recognize, support and validate learners’ ideas and invite them to take lead when possible.

**South Dakota Music Standards**

#1: Generate and conceptualize artistic ideas and work.

#4: Analyze, interpret, and select artistic works for presentation.

#5: Develop and refine artistic works for presentation.

#6: Convey meaning from the presentation of artistic work.

#7: Identify and analyze artistic works.

#8: Interpret intent and meaning in artistic work.

#9: Apply criteria to evaluate artistic works.

#10: Synthesize and relate knowledge and personal experiences to make artistic works.

#11: Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding.

**Behavioral or Observable Objectives**

As a result of this activity students will:

* Identify appropriateness of music for contest.
* Listen to a variety of choral music.
* Log thoughts about the pieces they hear.
* Provide individual analysis of a choral piece.
* Work within assigned groups to complete a group analysis of a choral piece.
* Present group analyses to the class.

**Assessment**

I will use formative assessment throughout the lesson by performing the following:

* I will make notes throughout class discussions to measure student understanding.
* I will read students’ listening logs to check for deeper analytical thinking aside of “I like it” or “I don’t like it”.
* I will correct each analysis paper to make sure all requirements are fulfilled.
* Students will provide a final assessment of their individual work as well as their performance and the analysis project process.

**Teaching Strategies**

**Anticipatory Set**

* As students enter the classroom they will hear a new piece of choral music playing and will be asked to identify something about it – genre, form, mood, language, meter, instrumentation if applicable, etc.

**Procedure**

* Preparation for this ongoing activity will begin in the fall as students discuss how to select choral music, how to read music notation, how to notate music, explore genres and historical time periods, explore individual and ensemble strengths and challenges, discuss musical elements, etc.
* The teacher will choose 18 choral pieces that are appropriate for Large Group Contest and are pieces that the choir would be successful with.
* Students will create a list of criteria, based on class discussions throughout the year, used to determine if the music is appropriate for Large Group Contest.
* The teacher will distribute the project syllabus and will review it with the students to be sure students understand what will be expected of them and how grading will work.
* Students will complete a listening log for each of the 18 pieces.
* Students will nominate students from their choir section to represent them.
* Students will vote for two students in each section to form a committee of 8 students to represent the entire ensemble. This committee will read the listening logs, study the choral scores for each of the 18 pieces, meet outside of class and determine the 2-3 selections the ensemble will eventually perform for Large Group Cotnest.
* Students will complete a basic analysis for 1 of the 2-3 pieces selected. The teacher will determine which piece the analysis will cover.
* The teacher will distribute the analysis guidelines.
* Once students complete their analysis, the teacher will divide the choir into 8 groups. Each group will compile their individual analyses into one group analysis, making notes of things group members disagreed on.
* Groups will elect 1-2 members to present their group analysis to the class.
* Once group analysis presentations are complete, the choir will discuss the things that they found to be the same and the things they didn’t agree on and provide reasons to support both sides.

**Closure/Transition**

* Students will complete a final assessment of the process, performance, and themselves individually.

**Modifications for special needs or cultural differences**

There is one 8th grade boy, Tucker, with Downs Syndrome. He speaks well but is challenged by writing. I can meet with him individually or his special ed teachers can assist. We can ask him questions and make notes for him, including with the listening logs. For the group presentation, he can help with presenting the group analysis.