

Lesson Plan		Nicole Nunan
<b>Class:</b> year 9	<b>Date:</b> 02/05/2012	<b>Time:</b> 9:35-10:35
<b>KLA:</b> music	<b>Topic:</b> music for theatre - recitative composition & using Sibelius	
<b>Recent prior experience:</b> students are working towards developing a composition folio for a assessment task due May 22. They have been learning about the function of recitative in music theatre (opera). Last lesson we composed a recitative melody for some text from Red Riding Hood and students began to input the notation into Sibelius. It is my plan that lessons over the next 4 weeks will be a continuous build up of knowledge and skills equipping students to compose their own recitative. The following outcomes will be started in today's lesson and will continue to be achieved in coming lessons.		

**Syllabus outcomes:**2: The Student Understands and Applies the Inquiry Process

*2.LA.1 - understand the possibility of multiple perspectives and partial explanations of phenomena being investigated*

3: The Student Makes Considered Decisions

*3.LA.4 - generate multiple viewpoints in relation to options and criteria for judging the quality of a decision*

6: The Student Uses Information and Communication Technologies Effectively

*6.LA.4 - become critical and creative users of ICT to develop and demonstrate their understanding of concepts and perspectives on issues, topics and ideas*

*6.LA.6 - use ICT to distribute information, collaborate, exchange ideas, present critical opinions and problem-solve with others*

*6.LA.10 - reflect on feedback to analyse and describe how their use of a particular ICT could be more effective in future communications*

*6.LA.11 - operate ICT purposefully and apply efficient operational sequences*

*6.LA.12 - use appropriate support when updating or learning new operational skills*

*6.LA.13 - consistently apply formats and conventions when undertaking individual and collaborative tasks*

7: The Student Creates, Presents and Appreciates Artistic Works

*7.LA.1 - learn about how artistic works may reinforce or challenge social and cultural beliefs*

*7.LA.3 - learn about how aesthetic values are constructed in a range of social and cultural contexts*

*7.LA.4 - learn about the language needed to analyse, talk, read and write critically about artistic works*

*7.LA.5 - learn about technical terms and structural principles appropriate to the art form*

*7.LA.6 - learn to develop ideas for their own artistic works, drawing on the world around them and on the artistic works of others*

*7.LA.7 - learn to improvise and experiment with different materials, tools, symbols, conventions and media involved in the tradition or style of the art form*

*7.LA.8 - learn to create their own artistic works in a chosen art form by applying specific skills, techniques, concepts and elements of the art form*

*7.LA.11 - learn to analyse the technical, expressive or aesthetic decisions an artist has made in order to convey meaning*

*7.LA.12 learn to interpret distinctive features and elements of particular artistic works and discuss their interpretations in relation to those of others*

8: The Student Listens and Speaks With Purpose and Effect

*8.LA.1 - understand and learn about listening and speaking as providing opportunities to examine issues, evaluate opinions, argue points, make judgements, build understanding and persuade others by using evidence and reasoning*

*8.LA.4 learn to listen and speak in discussions, conversations and oral presentation, including meetings, extended presentations, formal debates and group discussions*

*8.LA.9 learn to compare ideas, build on others' ideas, provide other points of view and reach conclusions that take account of aspects of an issue*

**Indicators of learning:**

2.LA.1 & 3.LA.4 - Through teacher-demonstration of existing recitative and teacher-prompting in group discussion, students will understand the possibility of multiple perspectives about how to use musical concepts to create recitative. Students will be reminded to include their rationale and perspective in their composition rationale for their assignment, justifying why they made their specific compositional decisions.

**Assessment:** (Formative) Student responses in class discussion, individual discussions with students when they are working independently on recitative task.

6.LA.4, 6, 11 & 13 - Students will use Sibelius software to demonstrate their understanding of correct musical notation for the composition of recitative. Students will adhere to appropriate musical conventions, demonstrating understanding of how to produce notation using ICT, as well as problem-solve with their peers to make decisions about what instruments, ranges and arrangements best reflect an understanding of recitative style.

**Assessment:** (Formative) Observation of each student's computer screen and listening to peer discussion when teacher walks around class; class discussion.  
(Summative) Students will also be asked to email their Sibelius file at the end of the lesson.

6.LA.10 & 12- Students will reflect on feedback to analyse and describe how their use of a Sibelius software could be more effective. Students will use support including their peers, teacher, and program reference guide to learn new operational skills for Sibelius software. The teacher will give explicit instruction that students must use those 3 resources to problem solve with Sibelius.

**Assessment:** (Formative) Observations of students changing their approach and solving an ICT problem. Discussion with individual students when troubleshooting problems with Sibelius.

7.LA.1, 3, 4, 5, 11 & 12- Students will discuss how musical concepts in recitative can be used to reinforce or challenge character and situational stereotypes by way of enforcing particular aesthetic values eg: high notes used for a shrieking character, or a minor key used for a scary or sad situation. Students will be encouraged to think of multiple ways of interpreting musical elements, using appropriate musical terminology to discuss these aesthetics. Students will be corrected or offered new terminology where needed.

**Assessment:** (Formative) Observations of class discussion, drawing out answers from students that demonstrate their understanding. Individual discussion with students about why they would make various compositional choices.

7.LA.6, 7, 8 - By completing the class recitative project students will develop ideas for their own recitative assignment task. Drawing on this knowledge, students will have the opportunity to experiment with musical concepts to synthesise a conventional recitative of their own.

**Assessment:** (Formative) Observation of students progressing through successful completion of the class recitative task - will equip students with the necessary skills to complete their individual assessment task. Students will be individually questioned to demonstrate how they could apply these compositional skills to their own task.  
(Summative) The summative assessment of these outcomes will be completed in the student's individual composition assessment tasks. Students will have the opportunity to work on these today if they complete the class example.

8.LA.1, 4 & 9 - By way of teacher-led class discussion about the rationale behind using particular musical concepts to enhance a sense of character, scene or atmosphere, students will examine musical concepts, evaluate opinions, argue points, make judgements, build understanding and persuade others by using evidence and reasoning. Students will compare ideas, build on others' ideas, provide other points of view and reach conclusions that take account of the various views raised.

**Assessment:** (Formative) Observation and monitoring of class discussion. Students will be asked to explain and justify their ideas and answers to questions.

## Lesson Plan

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**Any safety issues:**

Responsible use of technological equipment; fair discussion amongst peers

**Resources:**

Red riding hood text, manuscript white board, white board markers, smart board, class set of computers with Sibelius, red riding hood task scaffolding sheet for each student, cups (1 per student)

Content & Indicators of Learning	Time	Teaching Strategies /Learning Experience	Resources
INTRODUCTION			
Concentration task - Principles of keeping time and rhythm	1min	<ul style="list-style-type: none"> <li>-write up class recitative from last lesson on the board before class starts</li> <li>-students will be invited in to the classroom and asked to sit in a circle on the floor for the cup game</li> </ul>	Whiteboard and markers
	5mins	<ul style="list-style-type: none"> <li>- pass the cup - taught through teacher modelling; extensions- sing row, row, row your boat over the top, or do it in a canon; or sing and pass in canon.</li> </ul>	10 cups
DEVELOPMENT			



Complete

LESSON EVALUATION	
<p><b>Achievement of learning outcomes?</b></p>	<p>The learning outcomes for this lesson are continuous and will be gradually worked on over the next 4 weeks leading up to the submission of students' composition assessments. There were so many outcomes listed on this plan as the activities students are completing include aspects of a diverse range of skills and concepts. Most of the assessment is thus formative as students are still in the learning process and will not fulfil all outcomes until their individual assessments are complete. Today students successfully demonstrated problem-solving strategies using Sibelius software and asked many questions about the processes and knowledge required to complete the task - this demonstrated a willingness to learn and laid the foundations for developing these learning outcomes in the coming lessons.</p>
<p><b>Catering for individual differences, special needs, learning styles?</b></p>	<p>This aspect of the lesson was a challenge today. The set up of the music class is such that there are only 8 students, making it conducive to giving individual attention to each student, however the difficulty today was that students are still in the early stages of gaining skills about Sibelius and recitative. Thus, students needed much direction and assistance. The other challenge was that I could not give the class too much new information at once, so as to not inundate students. I hope that the coming lessons will be easier in this regard as students develop the ability to problem-solve Sibelius and the task using new skills and information that they will gain in coming lessons.</p>
<p><b>Resource appropriateness?</b></p>	<p>The recitative examples were useful to give the students superficial understanding of what recitative looks like. The Sibelius software was presenting the students with many challenges today, but they were also learning opportunities for the students to problem-solve together.</p>
SELF EVALUATION	
<p>I found today's lesson to be a challenge. The most challenging aspect is that the students cover a wide spectrum of abilities in terms of theoretical musical knowledge. I found it challenging to select when and how I would explain aspects of the task to the group. It seemed that there were forever some students ahead and others behind. I did have a couple of very successful moments with students where I asked a student for an answer, which he could not get, but then which we worked through, allowing him to be able to answer another question which utilised the same skill. Many of the road blocks we ran into today pertained to the Sibelius program. I think for next time I will make them a cheat sheet of FAQs, so that they are not slowed down by technology, along with a checklist for their assessment task. This may assist the independent learning and allow students to always have some scaffolding and assisting resources available to them.</p>	
ASSOCIATE TEACHER EVALUATION	
<p>See attached sheets.</p>	