

**Lesson Plan****Nicole Nunan****Class:** yr 9**Date:** 11/05/2012**Time:** 8.35-9.35**KLA:** music**Topic:** music for theatre- performance

**Recent prior experience:** students have been learning about recitative, practicing using Sibelius to notate recitative, and commencing work on their recitative assignments. Students are now equipped with the knowledge and skills to complete that task independently. Students have a performance assessment on the 29th of May and need to be prepared for this task- the next 2 lessons will equip students with understanding of expectations in the performance task and how to use technology in the performance appraisal and reflective processes.

This particular lesson will focus on equipping students with knowledge and understanding of technology so that they are not concerned about trying to understand it in the following lesson when they will be focusing on their performance.

**Syllabus outcomes:**

1: ....

1.LA.3 -see how knowledge from one discipline can transfer to and transform knowledge in another

1. LA.5 - make decisions about how to learn something independently and in collaboration with others, including the use of ICT as a thinking and learning tool

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

**Lesson Plan****Nicole Nunan****Syllabus outcomes:**

5.LA.1 - explore own preferred role in group, through experiencing a variety of roles, and reflect on the effectiveness of their participation in this role to achieve the group goal.

5.LA.5 - provide useful feedback to their peers in timely, confident and respectful way

5.LA.6 - assess their own contribution to the group or team and implement strategies to make improvements when necessary

5.LA.7 - reflect on the success of group management and learning in achieving agreed goal, and make adjustments where necessary.

6.LA.10

6.LA.12

**Indicators of learning:**

1.LA.3 - students will apply knowledge from their speech presentation task today to the presentation of a music performance

1.LA.5 - students will learn how to use iMovie and GarageBand in pairs and independently, using these computer programs as learning tools to assist them in evaluating their performance presentation skills

5.LA.1 - variety of roles in their group- presenter and filmer

5.LA.5 providing feedback to each other about individuals' presenting process

5.LA.6&7 to be started in this class through reflection on how pairs worked together in the filming process- achieved through class discussion of the challenges of the task. This will be expanded on in the next class where students will have the opportunity to implement strategies to improve their filming in pairs.

**Assessment:**

1.LA.3 - class discussion of how the skills they required in their speech task today relates to a successful music performance

1.LA.5 - teacher observation of students working in pairs and alone, furthered by class discussion and presentation of end products to demonstrate understanding and troubleshoot any issues that arose

**Any safety issues:**

Students will need separate, quiet spaces to be able to record their practice performances. Logistically, students need to be able to rehearse separately whilst duty of care is maintained. This is dependent upon maintaining sight of students- facilitated by glass panels in doors, blinds up windows and open doors. Instructions about expectations must be explicit to reduce likelihood of a student not staying on task.

**Resources:**

Laptop for each student, headphones for each student, instruction/scaffolding task sheet, students to bring own instruments or use those in the music department.



