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Lesson Plan		Nicole Nunan
Class: yr 9	Date: 15/05/2012	Time: 11.25-1.25
KLA: music	Topic: music for theatre- performance workshop	
Recent prior experience: Students spent last lesson practicing how to use GarageBand and iMovie to record themselves giving a presentation. Students are now more familiar with using these programs in preparation for recording a musical performance today. Students are also preparing for their individual compositions due next Tuesday. Students are at the stage of working on their own assessments.		

Syllabus outcomes:**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

Lesson Plan

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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.

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<p>Any safety issues: Safe use of technology equipment, consideration of performance noise levels, duty of care of students in different work spaces</p>	<p>Resources: Laptops - 1 per student, multiple rehearsal spaces, students to bring own music and instruments, GarageBand and iMovie scaffolding sheet from last lesson, Music lesson schedule and Recit checklist.</p>

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Content & Indicators of Learning	Time	Teaching Strategies /Learning Experience	Resources
INTRODUCTION			
Rhythm and group work game	5mins	<ul style="list-style-type: none"> - cup game - modelling -hand out music lesson schedule and recit checklist. explain lesson outcomes and schedule 	<ul style="list-style-type: none"> Cups -1 per student music lesson schedule/recit checklist sheets
DEVELOPMENT			
<p>6.LA.10 & 12</p> <p>2.LA.1 & 3.LA.4</p> <p>8.LA.1, 4 & 9</p> <p>7.LA.1, 3, 4, 5, 11 & 12</p> <p>6.LA.4, 6, 11 & 13</p> <p>7.LA.6, 7, 8</p>	1:50	<p>Aims for the end of class:</p> <ul style="list-style-type: none"> - each student will have recorded their performance and recorded an appraisal commentary over the top. Time-permitting, I'd also like to burn these to CD. - each student will also have worked on their individual recitative assignment will observable progress from beginning to the end of class. - students will be set to task working on own composition for the duration of lesson. - in pairs students will be asked to take their recording and performance resources to a specified rehearsal space (15mins per pair) (this will depend on what tutor rooms are available) <p>I will give individual instruction to each pair about the recording and what to do once they are done - this will maximise individual working time.</p> <p>Time-permitting:</p> <p>We will have a class discussion about the challenges of their performances - this will be expanded on in the performance lessons next week following their composition task.</p>	<ul style="list-style-type: none"> Laptops -1 per student rehearsal spaces (subject to availability) scaffolding sheets - GarageBand/ iMovie and music lesson plan/recit checklist
CLOSURE			
	5mins	Ask students to save work and put laptops away in the last 5 mins of lesson	

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LESSON EVALUATION	
Achievement of learning outcomes?	Only one student was able to record the performance and appraisal to disk, however I used the last 5 minutes of class to reassure the students that the purpose of the exercise today was to have a performance experience and complete the appraisal a couple of weeks before their performance task, so that they weren't simply cramming for their composition, and then cramming again for performance. The student appreciated this and agreed that it was good to be reminded of what it was like to perform, and it got them thinking about their task ahead of time. I reassured them that we would return to these appraisals once our compositions had been submitted.
Catering for individual differences, special needs, learning styles?	I was running around a lot today to give individual attention to students to cater for the different stages they were up to. This worked in this small class but would not work in a larger class..
Resource appropriateness?	Rehearsal space was an issue in terms of noise levels. The students appreciated the scaffolding sheets.
SELF EVALUATION	
<p>Today was a challenging lesson and a great learning curve for how to tackle the logistical issues of running a performance class. I was happy with how I remained calm amongst the many challenges in the lesson. The biggest issue was students constantly asking for assistance about an assortment of issues. The assessment task is challenging for these students and it was my role to explain the task and empower the students with confidence and skills to keep going. Although the lesson was about students working on individual projects I was heavily involved and this can be draining in a two-hour class. I found the balance between duty of care and noise levels to be a challenge, as well as my lack of familiarity with the technology used in the school. However, I'd say this was one of my best lessons as it highlighted things that worked well and things I was change for next time - a great learning opportunity!</p>	
ASSOCIATE TEACHER EVALUATION	
<p>We had an excellent discussion about this lesson as it highlighted many options for how to run a performance class - many of which are reliant on the school and resources available, as well as the number of students in the class. We spoke about how this is the ongoing challenge for music teachers - to balance duty of care and noise levels, and how to make sure all students are spending their time wisely.</p>	