

## Technology in the Music Classroom Lesson Plan Assignments

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Lesson Plan Type Responding

Lesson Title/Description: Describing stylistic choices of one song done 4 different ways. / In this lesson, students will view 4 videos. Each is a rendition of Amazing Grace. Students will analyze the distinctive elements between the 4, choose their favorite version, and briefly explain why it was chosen as their favorite.

Class/Grade: General Music / middle school level (5th, 6th, or 7th)

Lesson Time: 50 minutes

**Standards:**

MU:Re7.1.4a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.4a Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

MU:Re8.1.4a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

MU:Re9.1.4a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

Learning Outcomes	Assessment Evidence
By the end of this lesson, students will be able to identify their favorite piece and state reasons to support their choice.	Evidence: Success is when the student records a response video in which they comment on their favorite and explain their reasoning.
By the end of this lesson, students will be able to express facts and opinions about music they have been exposed to.	Evidence: Success is when every student will positively contribute to classroom dialogue about facts and opinions about their music preferences.
By the end of this lesson, students will be able to identify their least favorite piece and state reasons to support their choice.	Evidence: Success is when the student records a response video in which they comment on their least favorite and explain their reasoning.

**Prior Knowledge and Skills:**

- Students should have a basic vocabulary for describing the elements of music (especially tempo, rhythm, articulation, dynamics, and timbre).
- Students should have previously practiced active listening.
- Students should know how to navigate a self-guided lesson on Quaver.

## Materials:

- Student devices
- Teacher presentation mode (for me, this is a ClearTouch display)
- Paper and pencil for students to take notes
- Mode of taking classroom comments (whiteboard or ClearTouch)
- Headphones for students

## Teacher Preparation:

- Create the instructional presentation. The presentation must minimally include links to the four versions of “Amazing Grace” from YouTube. The total playing time of videos is 20 minutes. The teacher can cut the listening time as necessary.
  - Indiana University of Pennsylvania Marching Band (3:15) <https://youtu.be/q2gW0PeeYt40PeeYt4>
  - Il Divo (4:33) <https://youtu.be/GYMLMj-SibU>
  - Facettes Jazz Quartet (6:53) <https://youtu.be/rgsSSjA5GuQ>
  - Michigan Philharmonic Orchestra (5:39) <https://youtu.be/ULM554if2WQ>

## Learning Activities:

- Tell students about today’s objective. “We will be listening to four different styles performing the same song. We will explore what the characteristics of each performance are and we will each form opinions on how we like or dislike each piece.”
- Explain to students that as today’s lesson expects them to provide a response, they will each be expected to participate in the discussion and will create a short video at the end of class where they will comment on their favorite piece and their least favorite piece. (The intent is to guide the class through a Socratic Dialogue. [How to Use Socratic Questioning \(carleton.edu\)](#) )
- Pull up the [presentation display](#). Go over the first slide to reiterate the expectations.
- Hand out paper and pencil to students for taking notes.
- Remind students of expectations for listening.
- Play the first video, “Amazing Grace” performed by Il Divo. Ensure there is no talking among the students. The teacher should model taking notes while listening.
- After the video, go over the discussion slide. Keep track of the conversation’s participants. Call on students intentionally, not necessarily volunteers. (Socratic dialogue). Encourage proper music terminology. Take notes of classroom discussion on the classroom display.
- Repeat the previous steps for the remaining three videos.
- At the conclusion of the videos, instruct the students to open their devices and go to their Quaver assignment titled “Amazing Grace Responses.” There is an initial prompt telling them to state which video was their favorite and why. Next, there will be a second prompt telling them to state which video was their least favorite and why. Students are encouraged to use their special music vocabulary in their responses. (If there is not enough time in class for this part of the lesson, they may complete it outside of class.)

Share this Rubric with the students.

	<b>Performance Indicators</b>			
<b>Criteria</b>	<b>Having Difficulty</b>	<b>Developing</b>	<b>Good</b>	<b>Excellent</b>
<b>Classroom Discussion Expectations</b>	0 contributions	1 contribution	2 contributions	3 contributions
<b>Favorite piece - video response</b>	Video was less than 15 seconds long and did not include any music vocabulary	Video was less than 15 seconds long. It included at least ONE music vocabulary word used correctly.	Video was 16-30 seconds long. It included at least two music vocabulary words used correctly.	Video was 31 seconds or more and included at least three vocabulary words used correctly.
<b>Least favorite piece - video response</b>	Video was less than 15 seconds long and did not include any music vocabulary	Video was less than 15 seconds long. It included at least ONE music vocabulary word used correctly.	Video was 16-30 seconds long. It included at least two music vocabulary words used correctly.	Video was 31 seconds or more and included at least three vocabulary words used correctly.