

## Music Lesson Plan Form

Teacher: Jocelyn Kraus

Class/Course: 6th Grade Band

Grade Level: 6th Grade

### A. National Music Standards (indicate which standards are associated with this lesson)

<http://www.nafme.org/my-classroom/standards/>

1. Creating
  - a. MU:Cr1.1.E.5a Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.
  - b. MU:Cr2.1.E.5b Preserve draft compositions and improvisations through standard notation and audio recording.
  - c. MU:Cr3.2.E.5a Share personally developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.
2. Performing
  - a. MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.
3. Responding
  - a. MU:Re9.1.E.5a Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

### B. Optional: List your state standards that are addressed in this lesson

### C. Indicate the TI:ME Technology Areas of Competency that are addressed in this lesson

<https://ti-me.org/index.php/home/tapsu.html>

1. Computer Music Notation
2. Productivity Tools, Classroom and Lab Resources
3. Electronic Music Production

### D. Objective(s): as a result of this lesson students will know and/or be able to...

1. **Objective 1** - Students will be able to compose a piece for their instrument using the notes from their Eb concert scale and a given rhythm.
2. **Objective 2** - Students will be able to record themselves playing their composition in Noteflight and reflect on their piece and performance.
3. **Objective 3** - Students will reflect on their own compositions as well as the compositions of others.

### **E. Required Prior Knowledge and Skills:**

*What must the students know or have experienced prior to this lesson?*

Students must be able to log in to Noteflight and have a basic understanding of how the program works - including both the composing and recording aspects.

Students must know how to play the notes of the Eb concert scale on their instrument and know how to read and write those notes using music notation.

### **F. Materials, Repertoire, Equipment needed:**

*What materials do you need to accomplish this lesson?*

- Instrument
- Chromebook
- Noteflight Learn website and composition template
- Self reflection form
- Peer feedback form

### **G. Modifications/ Accommodations:**

*(for example: peer partners, visuals, preferential seating, frequent individual check-in)*

- Students who struggle to play their instruments may be allowed to play a two note composition instead of using the entire scale.
- Students who struggle to read music may be allowed to write in the letter names for the notes that they write using the lyrics tool.
- Students may be allowed to work in pairs or get help from a partner if they are struggling to complete the assignment by themselves.

### **H. Assignments:**

*What must the students do after the class in preparation for the next class?*

This assignment might take several class periods to complete. While I expect that the activities will be mostly completed in class, there might be a need for the students to record themselves at home to ensure that their recordings are not interrupted by classmates.

### **I. Evaluation**

*(optional: include a grading rubric <http://rubistar.4teachers.org/index.php>)*

## Music - Composition : Composition #2

Teacher Name: **Jocelyn Kraus**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Noteflight Composition	Student used the given rhythm and used notes within an appropriate range from the Eb concert scale.	Student used the given rhythm with 2 or fewer alterations and used notes within an appropriate range from the Eb concert scale with only 2 or fewer issues.	Student used some of the given rhythm and used some notes within an appropriate range and from the Eb concert scale.	Student used little of the given rhythm or used some of the given rhythm but used few if any notes in an appropriate range and from the Eb concert scale.
Noteflight Recording	Student played their composition accurately with minimal note/rhythm/steadiness issues. Recording was completed in Noteflight.	Student played their composition accurately with some (3-5) note/rhythm/steadiness issues. Recording was completed in Noteflight.	Student played their composition with numerous (6-10) note/rhythm/steadiness issues. Recording was completed in Noteflight.	Student played their composition with many (11 or more) note/rhythm/steadiness issues. or Recording was not completed in Noteflight (student played composition live instead or recorded in some other way).
Self Reflection	Student completed self reflection with complete sentences.	Student completed self reflection with one word answers.	Student only completed part of self reflection.	Student did not complete self reflection.
Peer Review	Student participated in the peer review process and gave detailed feedback to at least two classmates.	Student participated in the peer review process and gave basic feedback to at least two classmates or provided detailed feedback to only one classmate.	Student participated in the peer review process but only gave basic feedback to one classmate.	Student did not participate in peer review process.

### J. Lesson Sequence

(indicate the sequence of activities and the estimated time of each; include and screen shots and hyperlinks that you will reference in the lesson)

#### Activity 1: Discussion (5 minutes)

The teacher will review the melody from the piece “Hurricane” by Gary Fagan. Students will count and clap the rhythm, and will be asked to make observations about the structure of the melody - where there are steps or leaps between notes, how many different notes are used, where repetition is present, and any other aspects which might be notable.

Link to the score online: <https://www.barnhouse.com/product/ldp-7145-00/>

Melody from the flute part:

Two staves of musical notation for Flute/Oboe. The top staff is labeled '11' and the bottom staff is labeled '1'. Both staves are in treble clef with a key signature of three flats (B-flat, E-flat, A-flat) and a 4/4 time signature. The top staff begins with a fermata over a whole note, followed by a series of eighth notes and quarter notes. The bottom staff begins with a quarter rest, followed by a series of quarter notes and eighth notes.

**Activity 2: Composition (15-25 minutes)**

Students will log into Noteflight and go to Composition #2. The teacher will review the directions in the activity template. Students will change the instrument using the “parts” menu to whatever instrument they play in band. They will then keep the rhythm that is indicated in their activity template but will change the notes to create a new composition. The teacher will remind the students of the discussion from the beginning of class and point out how the rhythm in this composition will be the same as the one from the melody in Hurricane (see below for the rhythm - a whole note has been added at the end to help facilitate a stronger ending for the student compositions). The students will be given time to work on their compositions and encouraged to listen to what they have written and make changes.

Two staves of musical notation in 4/4 time. The top staff shows a sequence of notes: a quarter rest, two quarter notes, two quarter notes, a half note, and two quarter notes. The bottom staff is labeled '5' and shows the same sequence of notes: a quarter rest, two quarter notes, two quarter notes, a half note, and two quarter notes.

**Activity 3: Peer Review (10 minutes)**

After working on their compositions for a while, students will be asked to listen to the compositions of at least two of their classmates and give feedback to them using the Peer Feedback form. Students will be encouraged to make changes to their own compositions at this point, using the feedback they receive from their peers. Part of the feedback form is pictured below:

Feedback for \_\_\_\_\_

Things to consider:

- Did the person use the required rhythm and only notes from the Eb concert scale?
- Is there any repetition? Could adding repetition make the composition come together?
- Are there a lot of jumps or does the melody flow?
- Does the composition have a satisfying ending? If not, what could be changed?

From: \_\_\_\_\_

Tell	Ask	Give
<ul style="list-style-type: none"><li>• I liked ...</li><li>• The best part is ...</li><li>• I thought it was interesting because...</li></ul>	<ul style="list-style-type: none"><li>• Why did you ...?</li><li>• Could you try...?</li><li>• What is...?</li><li>• How can you...?</li></ul>	<ul style="list-style-type: none"><li>• You might want to try...</li><li>• Don't forget to...</li><li>• One thing to fix...</li></ul>

**Activity 4: Recording and Self Reflection (15 minutes or at home)**

Students will complete the self reflection google form and will practice and record their composition either in class in a practice room (students will take turns) or at home.