

lesson plan - HAVPA

Teacher: Jason Kelty

Grade Level: 12

Date: 10-29-2018

Content Area: HAVPA

Unit: Music ELEMENTS and MELODY COMPOSITION

<p><u>Standards:</u></p> <p>MUSIC elements, rhythm, MELODY</p> <p>Composition conventions</p>	<p><u>Learning Targets Congruent to Standard(s)</u></p> <p>I CAN...identify elements of music</p> <p>I CAN...analyze principles of music composition</p> <p>I CAN...identify historical significance of composers</p>
<p><u>Essential Question:</u></p> <p>What are conventional music processes and products?</p> <p>How does music harness RHYTHM (pattern) and EMPHASIS (dynamic)</p> <p>How are music elements harnessed for specific audience impact?</p>	<p><u>Homework Assignments:</u> <u>Due Date:</u></p> <p>Summarize an historic music Style 10-31</p> <p>Select a composer and describe time/place for a signature work 11-1</p>
<p><u>The Game Plan</u></p> <p><u>10/29</u> <Tip Off >Practice / Play \$ Final Score >review MUSIC elements >Play melody compositions</p> <p><u>10/30</u> <Tip Off >Practice / Play \$ Final Score >melody variation >music ELEMENT QUIZ >Introduce historical composers</p> <p><u>10/31</u> <Tip Off >Practice / Play \$ Final Score >name composer >Select historical research on composers <listening quiz</p> <p><u>11/1</u> <Top Off >Practice / Play \$ Final Score >name composer >WORKSHOP mimicking HISTORICAL FORM <first COMPOSER presentations</p> <p><u>11/2</u> <Tip Off >Practice / Play \$ Final Score >name composer <COMPOSER presentations</p>	<p><u>Methods of Formative / Summative Assessments (bold):</u></p> <p>Bell Ringer: Warm-up, Questions, Brain Teaser, Provocation, Flashback</p> <p>Exit Slip: Questions/Answers, Sketchbooks/Journals, Notes</p> <p>Oral Questions on content, Product/Performance of content</p> <p>Peer Evaluation: Chart/Discussion with Constructive Criticism, rubric</p> <p><u>Student Self Evaluation</u></p> <p>Pre-Test, Quiz, Test, Product</p> <p>Other [describe]:</p> <p><u>Modifications / Accommodations for diverse students:</u></p> <p>Required modifications are provided for students with 504 Plan or other Individual Education Plan (I.E.P.). These may include preferential seating, teacher-generated notes, and additional time to complete tasks, individual prompts, modified tests and instruction, or restatement of instruction. Recorded in Infinite Campus.</p> <p><u>Gifted and Talented differentiation:</u></p> <p>Enrichment opportunities provided in content, in student proposals, advanced professional processes, in authentic personal products.</p>
<p><u>Instructional Methods for "Practice/Play:"</u> direct instruction, teacher feedback, guided discussion, demonstration, hands-on, workshop model, AV/technology, partners, small group, rehearsal, student, other (described)</p> <p><u>Literacy Inclusion:</u> reading, writing, journal, on demand, constructed response, oral presentation</p> <p><u>Unit Vocabulary:</u> tabula rasa, authentic, college/career ready</p> <p><u>College/Career connections:</u> OSHA standards (water only), responsible for non-negotiables, authentic personal products</p>	

lesson plan - HAVPA