

Why do you sing?

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Middle School (GR7-8)

Music

Description of the Lesson Implementation: Provide a straightforward synopsis of the enactment of the lesson. It may be helpful to think about the lesson from a student's point of view, or the perspective of an observer who didn't know your lesson plan ahead of time.

This unit is designed to be inserted into a typical choir rehearsal day (ranging from 5 - 15 minutes instruction) before and after the structured warm-up & rehearsal.

There are several lessons in this unit. Unit lessons include

1. Why do you sing?: Teacher facilitates a short discussion on the reasons that the students participate in choir.
2. Singing is an expression of your culture: Teacher facilitates a short discussion on how music and singing can express the culture of the students in the class.
3. Singing benefits your health!: Teacher facilitates a two-day reading, sharing, and discussion on the health benefits of singing.
4. Vocal currency day! Teacher facilitates a short discussion on vocal currency
5. Project introduction day!: Teacher presents the students with information about their singing project.
6. Project work days: Students have class time in two days to work on developing slides (in google) to share with the class about their reasons for
7. Project Presentation: Using Google Slides, create a personal musical style & unique voice presentation to be shared with the class on an assigned day.

Context: Content area and grade level, class size, your student population (**without** any personally identifiable information), and relevant features of your school environment (e.g., access to instructional materials, aspects of the school culture that influence instructional decisions)

Choir class - combined 7th & 8th grade - 29 students - 10 boys, 19 girls
45-minute class periods – daily

School district enrollment is @ 4600 students - 5 Elementary, 1 Junior High, 1 High School

High achieving school environment, very involved parents, District is *Accredited with Distinction*.

Each student has two electives per day, PE, and 4 core (Social Studies, Science, Math & English)

CONCEPT-BASED LESSON PLANNING PROCESS GUIDE

Note: The shaded areas indicate the shifts from more traditional lesson planning to a concept-based instructional design and asks teachers to metacognitively reflect on their planning. The red cells and shading indicate the primary focus of our work at the Institute. **The process guide is to help make visible “the invisible thinking” in which teachers engage as they plan lessons.** The guide is not intended to suggest that templates in use by teachers or in districts should be replaced; in fact, the process guide may be a valuable tool when used “side-by-side” with other lesson planning templates or tools. The intention is to illustrate the type of questioning that should occur consistently with any planning process when considering the instructional shifts implicit in the Colorado Academic Standards.

Shift in Instructional Design	Lesson Elements and Design	Metacognitive Reflection
The Unit Generalization and Focusing Lens asks students to ...	Lesson Focus: AESTHETIC VALUATION OF MUSIC 7.4.2 Articulation and analysis of individual experiences with music - a, b, c 8.4.2 Articulation of music’s role and cultural tradition in American history and society - a, b, c	<i>How does this specific lesson advance the big idea or generalization of the unit? What connections might be made between other content areas?</i>
This lesson objective / learning target is critical to student understanding because...	Objectives / Learning Targets: The teacher may share information about the voice and choir participation so that students can begin to understand their own reasons for choosing to participate in choir.	<i>In what ways does the learning target support the generalization?</i>
Instructional strategies	Instructional Strategy Menu: <ul style="list-style-type: none"> • Sticky Note – each student uses one sticky note to write a response to a simple question. This provides buy-in from the students and a comfortable way to share information. • Journal Writing – each student writes a short response to a teacher-constructed question. This enables the teacher to understand each student’s point of view and if they understood the assignment. • Modeling – Teacher models ideas for students and asks them to respond in a similar manner. This provides an example for students to follow in constructing their response. • Use of Technology – provides information from a source that is available online that can serve as a model or another way to inform students. • Questioning – Teacher asks students questions to think about and respond to in the lesson. • Jigsaw - Teachers arrange students in groups. Each group member is assigned a different piece of information. Group members then join with members of other groups assigned the same piece of information, and research and/or share ideas about the information. Eventually, students return to their original groups to try to "piece together" a clear picture of the topic at hand. That's the simple overview. The resources below will fill in the details and provide examples of the technique in action. http://www.educationworld.com/a_curr/strategy/strategy036.shtml • Collaboration – Students learn from one another, rather than from a single person lecturing. • Check for Understanding – informal questioning technique that allowed students to demonstrate their understanding of the content of the lesson. • Quick-Write – Students write down information at the beginning or end of class to demonstrate information that they remember. • Read Aloud – Allows all students to participate in an in-class reading activity. 	<i>Which instructional strategies will foster learning the lesson’s skills, processes, or content?</i>

	<ul style="list-style-type: none"> • Personal Project – provides the opportunity for individual students to demonstrate their understanding of the material and apply it to their own life and learning. 	
<i>In the first 3-7 minutes of the lesson,</i>	<p>Opening (hook / anticipatory set / lesson launch) of the First Lesson of the Unit Instructional Strategy chosen: Sticky Note Why is this strategy impactful: Establishes buy-in and relevance of the topic among the students</p> <p>How does this strategy support meeting “creating relevancy”? I (as the teacher) hope to create a sense of common understanding of the topic of the voice and the reasons for participating in choir within the group.</p>	<p><i>In what ways does the chosen strategy work toward a larger purpose at the beginning of the lesson (e.g., engaging students, increasing curiosity, stimulating student-generated questions, etc.)?</i></p> <p><i>In what ways does the chosen strategy(ies) work toward a larger purpose (e.g. increasing collaboration; interacting with complex texts; situating students in real-life, relevant experiences; increasing student agency; stimulating student discourse; etc.)?</i></p> <p><i>In what ways does the chosen strategy cement the learning?</i></p> <p><i>What evidence will show that the strategies impacted student learning? Were the strategies effective through the learning process?</i></p>
<i>The Learning Experience will</i>	<p>Learning Experience / Lesson Instructional Strategy chosen: Sticky Note Graph Why is this strategy impactful: permits students to share ideas in a safe environment</p> <p>How does this strategy support meeting “building relationships”? Teacher facilitated discussion permits students to share ideas in a safe environment.</p>	
<i>The closing activity reinforces the learning.</i>	<p>Closure Instructional Strategy chosen: Journal Entry Why is this strategy impactful: promotes critical thinking</p> <p>How does this strategy support meeting the “creating relevancy”? Writing down ideas promotes critical thinking and provides an opportunity for students to share ideas in a safe environment.</p>	
<i>Technological resources that will support student learning and move students toward the learning target.</i>	<p>Technological Resource and application: Google Slides Presentations (www.google.com); videos (www.youtube.com)</p> <p>How: In what ways does this chosen resource support meeting the “just-right challenge”? Students already knew how to use google slides to create a presentation that they could share with the rest of the members in the class. This meets “just-right challenge” because they did not have to learn to use the software; they could start their projects without a lot of additional assistance from the teacher.</p>	<p><i>How will my students and I strategically use technology resources to enhance the learning experience (and support “meeting the just-right challenge,” “building relationships,” “creating relevancy,” and/or “fostering disciplinary literacy”)?</i></p>
<i>Formative assessment will be a quick Check for Understanding in which students will demonstrate they are or are not on track.</i>	<p>Formative Assessment Formative Assessment tool/method: Rubric and Student Reflection Learning indicators of success: Teacher created rubric assisted in facilitating assessing the overall experience of participating in the unit, as well as the standards based learning goals.</p>	<p><i>What “indicators of success” will show that the students are gaining mastery? How will I use that evidence in a feedback loop?</i></p>

Reflection: (What are the *strengths in these lesson plans? What changes would I make in the lesson plan for next time?*)

Where does this unit fit into the curriculum?

This unit is a great way for students to learn about one another as well as covering important CO Music standards. The material encourages students to think deeply about their own musical backgrounds and set goals for how they will enjoy singing in the future.

What background knowledge and skills did I assume students were bringing to the lesson?

The background knowledge and skills students need for the final project is the ability to create a powerpoint presentation. Fortunately, my students have a great deal of experience using technology. My assumption was correct. My projected timeline, permitting students two class periods to finish the entire powerpoint, was correct due to my not needing to teach the technology skills.

Did I follow best practices and address the standards?

As I planned the unit, I included a variety of best teaching practices in order to teach to a variety of learning styles. *Standard: 4/Aesthetic Valuation of Music* was taught as students experienced, discussed, and articulated their individual musical views while creating and presenting their powerpoint project.

If I teach this lesson again, what would I do differently?

This unit should be taught a bit later in the year so that classroom expectations are already set. In this instance, teaching this material so early in the first semester, the content was often clouded by beginning of the year issues such as classroom expectations and the daily routine. Had those systems been firmly in place, students would felt more comfortable and been more willing to share. The content forces students to think deeply about their musical preferences. In the future, I will plan to teach this unit at the beginning of 2nd semester as students start working on Solo & Ensemble music.

When I have the opportunity to teach this lesson again, I would like to take more time to concentrate on American cultural traditions. Unfortunately, due to my school district's late start as a result of construction, I was not able to take the time. During the course of the school year, I will find additional opportunities to incorporate the concepts of the unit into our choir rehearsals.

Did I alter my instructional plan (instructional strategies and/or activities) as I taught the lesson? Why/why not?

I stayed very close to the instructional strategies and plans outlined above. It was my goal to cover the unit during the first few minutes of class, prior to the choir rehearsal. If I diverted from the lesson plan it was due to a challenging student.

Were the students productively engaged? How do I know?

This unit was designed as an opportunity for students to share their unique musical views in a comfortable and safe environment. I know they were all engaged as I watched very focused students create powerpoints and are prepared to present to their peers. Another indicator was number of students who met the due date. The Student Reflection indicated a recognition of the place and importance of music in their life.

Connection to Performance Goal: (What did I do in this lesson that gives evidence or may be used as an artifact for my professional growth plan?)

Student Feedback: *(What did students say about the lesson? Did they find it engaging, interesting, appropriately challenging? Did their feedback confirm my own perception of the the lesson?)*

"I believe we spent class time discussing the importance of singing and music so we could get to know different types of music by everyone in the class. Also to get to know about our classmates. It's important to learn about other people's taste in music as well."

"We spent class time discussing the importance of singing and music to educate ourselves about the benefits and consequences of our actions. We learned why we should use our voices and how to avoid harming our vocal cords. This important because we learn our limits."

"...it showed what I learned because it helped me explain how I will be using my voice currency."

"Learning about the voice and singing is important so we don't waste our vocal currency which will help us save our voice until we are older. Also it helps us learn the advantages of singing (mental/physical health)."

"Learning about the voice and singing is important because it teaches you about your vocal currency, posture, breathing, and this all helps in a daily life. Using your vocal currency can help with how you sing and it can help you take better breath."

"...Learning about music is important to our history."

<i>Time Suggested</i>	Several ensemble periods, but most of the discussion and student involvement taking place in addition to the rehearsal.
<i>Materials Needed</i>	Access to the internet, access to powerpoint or google slides, copies of short readings/handouts
<i>Co-teaching Opportunity</i>	
<i>Cross-Content Connections</i>	

Name: _____

WHY I SING Presentation Graded Rubric:

Was the project SHARED by due date? YES NO

If late, what date was the presentation turned in? _____

Did student complete stated requirement for each slide?

- | | | |
|--|------|--------|
| 1) Introduction Slide - Name & picture | NO=0 | YES=10 |
| 2) Self Expression Slide - | | |
| Happy musical example shared..... | NO=0 | YES=5 |
| Sad musical example shared..... | NO=0 | YES=5 |
| Thinking/Studying music example shared..... | NO=0 | YES=5 |
| 3) Cultural tradition slide - Cultural tradition shared & appropriate images used | NO=0 | YES=10 |
| 4) Music Preferences slide - Music collage created with appropriate images, information shared | NO=0 | YES=5 |
| 5) Favorite Music Example Slide-Favorite music example shared with appropriate images | NO=0 | YES=5 |
| 6) My Unique Voice Slide - visually appealing and organized graphic created | NO=0 | YES=5 |
| Vocal Currency goals stated: 5 years..... | NO=0 | YES=5 |
| 10 years..... | NO=0 | YES=5 |
| 20 years..... | NO=0 | YES=5 |
| 70 years..... | NO=0 | YES=5 |

Presentation:

Did the student use good projection during the presentation?

0	3	5
Barely audible	Could be louder	Heard every word

Did the student use good diction and articulation during the presentation?

0	3	5
Barely understood/Mumbled	Could be better articulated	Understood every word

Did the student stand up straight and make eye contact with the audience? NO=0 YES=5

Time management:

Did the student use class time wisely while working on their Google slide presentation? NO=0 YES=5

Was the student prepared with the uploaded musical example? NO=0 YES=5

Did the student come in prior to their presentation during their lunch to preset? NO=0 YES=5

Objective:

Did the student meet the learning objective? - *Using a Google slide presentation, students will share their Musical Preferences and Uniqueness of Voice.* NO=0 YES=5

+ /100

Comments:

NAME: _____

WHY I SING Student Reflection

Please select **ONE** prompt and answer the question by using at least two **COMPLETE** sentences.

***Remember to re-state the prompt!**

Why do you believe we spent class time discussing the importance of singing and music?

How did creating the Google slide presentation (and in some cases, the presentation) show what you learned?

Why is learning about the voice and singing important?

Write your answer here:
