

Lesson Plan Design

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Art focus (highlight): music 2D 3D drama dance

Grade level: 6th grade

Lesson target(s): Listening, Analyzing, Describing

Time needed: 25 minutes

Integration with other subject(s): Technology

A. Standards, objectives / Learner Outcomes “At the completion of this lesson, learners will be able to ...” (Remember to use observable / measurable terms + strong verbs.)

Standard(s):

- 6.4.1.3.1 Analyze and interpret a variety of musical works and performances using established criteria.

Cognitive objective(s): During the lesson, students will learn how professionals identify good singing ability.

Affective objective(s): N/A

Psychomotor objective(s): At the completion of the lesson, students will be able to critique singing based on the learned criteria.

B. Assessment Plan: How will you know that the learners met the objectives? What will you be able to observe and measure? Will you have a rubric? What does success look like?

Formative: Partner discussions, observations, worksheet answers/responses

Summative: N/A- Will continue with judging unit

C. Multiple Intelligences: Select one primary (p) and one secondary (s)

- | | | |
|---|---|---|
| <input type="checkbox"/> s verbal linguistic | <input type="checkbox"/> p musical/rhythmic | <input type="checkbox"/> visual/spatial |
| <input type="checkbox"/> logical/mathematical | <input type="checkbox"/> interpersonal | <input type="checkbox"/> intrapersonal |
| <input type="checkbox"/> bodily/kinesthetic | <input type="checkbox"/> naturalistic | |

D. Materials/Equipment needed:

- Recorded episode of American Idol
- Computer/Board to share American Idol episode
- American Idol [Judging Worksheet/Judging Rubric](#)

E. Academic Language Demands

Vocabulary:

- Tune
- Lyrics
- Memorization
- Tone
- Stage presence

F. Accommodations for Learners who have difficulty, ELL/ESL/LEP, LD, gifted, left-handed, etc.

- ELL students may be encouraged to listen to the music itself and not focus as much on the words such as the aspect of lyric memorization
- Students having difficulty will be given ideas while working. Some probing thoughts may include, “Does the singer look like he/she knows the words?” It will be a good idea to use “easier” words until they understand the process.

G. Assumptions:

- Students know the differences between different genres of music.
- Basic musical background (tone, harmony, etc.) --- May need reviewing ---

H. Anticipated Questions/Problems:

- “I don’t know what to write about them.”
- “What if they are in between categories?”

I. Lesson Planning of Teaching/Learning Activities (include amount of time needed):

Minute

1. Anticipatory Set/Set Induction/Introduction/Focusing Event

1. Take a quick student poll using <https://www.polleverywhere.com/my/polls>. How many students watch American Idol? 2) How many of students would like to be a judge for a day? Guide the students through the poll using their devices. Examine the graphs once everyone has had a chance to respond.

3

Transition: (Restate your objective) – “Today we will learn how professionals identify good singing ability and be able to critique singing based on the learned criteria.”

2. Input: Outline of Presentation – steps/strategies/modeling (recipe for instruction)

2. Tell students that they are going to help you put together a **job description for an American Idol judge**. Using the board, ask students to share what the judge does.
3. Most likely, the students shared many jobs the judge must carry out, but the most important is their ability to know what good singing is.
4. Ask the students, **“What makes a singer good?”** Write their answers next to the American Idol judge job description. Depending on the age of the students, the teacher may need to introduce or review these terms:
 - a. **Singing in tune**- the singers voice matches the background music or holds the tune steady. Tell students you’re going to sing a song and they should raise their hands in the air when you start to sing off key. Demonstrate by singing “Twinkle, twinkle.” Half way through the song, start singing the song in a different key. Students should raise their hands to show they heard the center of the key switch.
 - b. **Lyric memorization**- the singer needs to remember the words at all times.
 - c. **Tone**- the singer’s tone needs to be pleasing to the ear. Demonstrate by singing through your nose, using a squeaky voice, raspy voice, etc.
 - d. **Stage presence**- the singer needs to have confident body language, eye contact and generally make the audience comfortable while listening.
5. Pass out the provided **worksheet/rubric**.
6. Tell the students they are going to have a practice opportunity as the American Idol judge. Review

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the worksheet and rubric provided.

7. **Play a clip of an American Idol contestant singing.** Play twice if necessary. (Choice of clip based on episode recorded or YouTube availability.)

<https://www.youtube.com/watch?v=xGV7WOCqhP0> (56:30)

<https://www.youtube.com/watch?v=XojBiUIZJAM> (1:25)

8. Students should critique the singer on their sheet and **write notes** about the performance.
9. **Volunteers read** their critiques aloud.
10. Students come to the front of class in groups of 3 or 4 (depending on the even number of the class size.) Students should draw the numbers 1-4 out of a hat to decide the judging order.
11. Chose a new performer for the judges to listen to. Give judges time to make notes then have them speak aloud their critiques in the judges' order chosen. **New rule:** students may NOT repeat the same critique as the judge before them- they must comment on something different about the performance.

<https://www.youtube.com/watch?v=8u0cdFfWsgs> (From Beginning)

12. **Teachable Moment:** Depending on the type of class and age of students, you may need to stop the judging abruptly if a judge says something “unprofessional” or out of line (example: “That girl looks ugly!” “She sings awful!” That type of critique is not constructive or applicable to whether the singer is good or bad based on the criteria. Have students focus on the “why” the performer is good or bad.)

Transition statement:

3. Management procedures/groupings:

- Numbers 1-4 in a hat to decide judging order
- Groups of 3-4 will be decided by the teacher. The teacher will group based on the seating arrangement.

4. Evidence of Learning: How will you know when the learners have reached the objectives?

- Are the students giving thorough and well thought out judging responses?
- Are the students not displaying unprofessional behaviors?

Transition statement or procedure: *With your table partner, reflect on the experience of judging others. Was it easy? Did you like it? Why or why not?*

5. Closure and clean up

- Tomorrow, we will discuss what other careers exist similarly where judging is important as well as profiling the career of another type of judge such as an Olympic sporting judge.

J. Evaluation/Reflection of Teaching/Learning: (By the student teacher —How did I teach? What did I learn about my teaching and class management? What specifically do I need to work on for improvement?)

- 5-4-3-2-1 method effective
- Would need more discussion and examples on tone, memorization, tune, etc.

- Reinforce not laughing at the contestants
- Did well with adapting my lesson so the students are able to watch the judges responses as well as giving them the gold ticket to Hollywood
- Ensure the students understand what I'm looking for when describing and discussing the job description of an American Idol judge