

Lesson: *LINE & PITCH*

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Overarching Standards-based Concepts Guiding the Lesson Design	Evidence Demonstrating Students' Knowledge	Pre-Assessment of Students' Knowledge & Skills	Assessment	Process
<p><i>Enduring Understanding = THE BIG IDEA:</i></p> <p>Students will hear the line of music as pitch moves, and express as a line on paper.</p> <p><b>Standard(s) Addressed:</b> <u>ARTISTIC PERCEPTION:</u> <u>(Music)</u> 2:1.3 (Identifying ascending/descending melody and even/uneven rhythm patterns in selected pieces of music.)</p> <p><u>CREATIVE EXPRESSION</u> <u>(Visual Art)</u> K:2.5 ( Use lines in drawings and paintings to express feelings)</p> <p>Knowledge and Skills Students Will Need/Demonstrate:</p> <ul style="list-style-type: none"> <li>• Students will learn to listen very carefully to music</li> <li>• Students will learn to mark on paper the ascending/descending lines in the music</li> <li>• Students will draw a response to the music selection</li> </ul>	<p><i>In what way(s) will students demonstrate what they have learned? (e.g., the product or the performance)</i></p> <ul style="list-style-type: none"> <li>• Students will have demonstrated their listening ability by the line work done with their pencils</li> <li>• Students will be able to explain their lines, and what they mean</li> <li>• Students will be able to make a drawing/painting of their response to the music</li> </ul>	<p><i>What will you do to find out what students already know?</i></p> <ul style="list-style-type: none"> <li>• Ask if students know and can explain what a line is.</li> <li>• Ask if students know vertical, horizontal, diagonal</li> <li>• Ask if students know ascending / descending</li> </ul> <hr/> <p style="text-align: center;"><b>Teacher's Needs Assessment</b></p> <hr/> <ul style="list-style-type: none"> <li>• Know the definition of "line"</li> <li>• Be able to demonstrate lines of horizontal, vertical, and diagonal</li> <li>• Demonstrate ascending / descending lines</li> </ul>	<p><i>What will be your final assessment of students, in which they demonstrate what they have learned? (consider formative and summative assessment)</i></p> <ul style="list-style-type: none"> <li>• Students will submit their line drawings from listening to the music</li> <li>• Students will complete a line drawing done in ink of ascending/descending lines.</li> <li>• Pieces will be displayed and class will critique</li> </ul>	<p><i>How will students move toward achievement of the concept and standards?</i></p> <p><b>Learning Sequence:</b></p> <ul style="list-style-type: none"> <li>• Students will "learn" to listen carefully and critically to a piece of music</li> <li>• Students will practice making lines to fit pitch</li> <li>• Students will learn to draw compositions to match the musical selections and finish to a final piece.</li> </ul> <p><b>Vocabulary:</b> Ascending/descending Pitch – Line - Vertical Horizontal - Vertical Response</p> <p><b>Equipment, Materials, Resources:</b> CD (Any simple melodic musical selection) CD player Two sheets per student of copy paper One sheet 9X12 drawing paper Permanent markers (Thin)</p>