

Lesson Design

1. Identify desired results.
2. Determine acceptable evidence.
3. Plan learning experiences and instruction.

Duke Ellington *Black and Tan Fantasy*

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Enduring Understanding	Objectives	Pre-Assessment	Assessment
<p>THE BIG IDEA Students will understand that... musicians and artists create works using palettes—one with sound, one with color</p> <p><u>Music Content Standards</u> Grade Five <i>Music 1.4</i> Analyze the use of music elements in aural examples from various genres and cultures. <i>Music 3.4</i> Describe the influence of various cultures and historical events on musical forms and styles.</p> <p><u>Subject(s) Content Standards</u></p> <p><i>Visual Arts 2.7</i> Communicate values, opinions or personal insights through an original work of art.</p> <p><i>Visual Arts 4.4</i> Assess their own works of art, using specific criteria, and describe what changes they would make for improvement</p>	<p>Knowledge and skills students will need to complete the final product or performance?</p> <ul style="list-style-type: none"> • Identify instruments in an ensemble • Learn basic information about jazz and Duke Ellington • Learn basic information about racism during Ellington's period • Mix colors from primary colors including skin tones • Name different color words • Show a basic pattern (ABAB) using black and white paper <p>Final performance or product Students will...</p> <ul style="list-style-type: none"> • Identify different instruments and the color palette they produce. • associate feelings with the instrument sounds. • mix their own skin tone and paint it on paper. • use their paper and others to create a quilt square representing their ideas of racial harmony. • border their square in black and white (in honor of the keyboard) in a pattern of their choosing 	<p>Students <i>How do you know what students already know? How can you find out?</i></p> <ul style="list-style-type: none"> • Ask students what they know about jazz and the blues. • Ask students what they know about Duke Ellington. • Ask students whether what they know about instruments and the different sound combinations they make. • Ask students about color mixing from primary colors. • Ask students what they know about patterns. <p>Teacher <i>What content knowledge and resources will you need to implement the lesson?</i></p> <ul style="list-style-type: none"> • Information (books and music) about Duke Ellington • Understanding of how racism affected performers in the 30's, 40's, 50's • Colors for mixing 	<p>Summative <i>How will you know that students have achieved the standard(s)? Refer to the six facets of understanding listed below.</i></p> <ul style="list-style-type: none"> • Self evaluation using a scaled rubric • Reflection writing <p>Formative (For longer lessons) <i>How will you assess students' progress toward the objective?</i></p>

The Six Facets of Understanding (How do we know that we know?)

Explain

Interpret

Apply

Have perspective

Empathize

Have self knowledge

Process	Notes
<p>Learning Sequence: What are the steps involved in implementing this lesson?</p> <ul style="list-style-type: none"> • Question and discussion to find out how much the students know about Duke Ellington and jazz. • Play Duke Ellington’s music to get the “feel” of jazz and to identify the different instruments. • Listen to “Black and Tan Fantasy” and ask students about Ellington’s palette. He was known for the way he “mixed” instrumental colors in unusual ways. Ask them to identify some of the unusual sounds in the composition. • In small groups, ask students to come up with color associations for those unusual sounds. Then compare what each group came up with: are the color palettes similar? Different? • Talk about different associations/feelings different instruments convey. • Read book about Duke Ellington stopping to highlight the points about racism. • Discuss color mixing and the use of different color words to represent the primary colors like magenta, azure and amber. • Teach students to mix skin tones and paint 2 large pieces of paper • Share different tones with classmates • Create quilt square to represent a Black and Tan Fantasy of racial harmony. • Talk about patterns. Listen for patterns • Create patterns using black and white paper to border the quilt square. • Put the whole class quilt together 	<p>Vocabulary: <i>What new words will students need to learn in order to achieve the objective(s)?</i></p> <p>Jazz Fantasy Racism Primary colors Palette Collage Pattern</p> <p>Equipment, Materials, Resources: <i>What is needed for the lesson and the assessment?</i></p> <p>Books about Duke Ellington <u>Duke Ellington</u> by Mike Venezia Music by Duke Ellington “Duke Ellington Jazz Masters 4” “Ellington at Newport 1956” “Black and Tan Fantasy”</p> <p>Websites about Duke Ellington http://www.redhotjazz.com/duke.html http://www.dukeellington.com/about/songs.htm</p> <p>CD player Tempera paint, brushes and paper Construction paper</p>