

Lesson Design

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

American Music/American Poetry

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Enduring Understanding	Objectives	Pre-Assessment	Assessment
<p>THE BIG IDEA Students will understand that... each culture's music and poetry tell its stories in a distinctive style.</p> <p><u>Key Concepts / Questions</u> --Overall question: What does it mean to be American? --Specific topic question: How do American poetry and music create a distinctively American sound?</p> <p><u>Music Content Standards</u> <i>Music 3.5</i> Describe the influences of various cultures on the music of the United States.</p> <p><u>Subject(s) Content Standards</u> <i>Language Arts 3.0 Literary Response and Analysis</i> Students read and respond to historically or culturally significant works of literature. <i>History Social Studies 5.7</i> Students describe people and events associated with the development of the U.S. constitution. #6 Know the songs that express American ideals (e.g. "America the Beautiful", "The Star Spangled Banner")</p>	<p>Knowledge and skills students will need to complete the final product or performance?</p> <ul style="list-style-type: none"> • Master new vocabulary in their poem/song • Identify point of view of the author/narrator • Describe the importance of the piece within a historical/cultural context • Learn musical terms for dynamics • Recite the poem/song using musical dynamics • Learn basic information about Aaron Copland • Listen to Copland's music and identify cultural influences <p>Evidence Demonstrating Students' Knowledge</p> <ul style="list-style-type: none"> • Students will look up unfamiliar vocabulary in a dictionary and use the new word in writing. • Students will describe their poem/song in terms of point of view and who/what the poem is about. • Students will discuss their poem informally with the teacher. • Students will use musical dynamics in the reading/recitation of their poem. • Students will name and describe images/influences that Copland's music makes them think of. • Students will write an evaluation of their poem presentation. 	<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 think an "American" sound is. • Ask students what they think an "American" body of literature would contain. • Ask students what they know about Aaron Copland. • Ask students how they find out about unfamiliar words in literature. • Ask students what they know about musical dynamics. <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 Aaron Copland • Selection of "American" poems/songs • CD players/headphones 	<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"> • Written description of the poem/song and use of new vocabulary. • . • Performance of poems using musical dynamics. • Written evaluation of what they learned. <p>Formative (For longer lessons) <i>How will you assess students' progress toward the objective?</i></p> <ul style="list-style-type: none"> • Informal conference to assess students' understanding of the poem • Informal discussion of what students "hear" in Copland's music.

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"> • Quick Write “What does it mean to be American?” • Discussion of American-ness • Assign poems • Have students underline all words that are unfamiliar • Students do dictionary work with new vocabulary and determine the poems point of view and subject matter. • Teacher informally conferences with each pair of students so that understanding is complete. • Introduction of Aaron Copland and his music. Class listens to several short selections. • Teacher gives students a focus question for students to consider as they listen again: how does Copland’s musical vocabulary sound American in the same way that the vocabulary of the poem does? Class identifies places in the selections that sound particularly American. • As students listen again, they draw or write the image or phrase that comes to mind at the places they identified as particularly American. • Students share their drawing / writing: class discussion of what Copland’s music conjures up and how it relates to the theme of American-ness. • Teach lesson on musical dynamics. • Students demonstrate understanding of musical dynamics by performing their poems in front of each other. • Pairs have time to practice adding dynamics and gestures to their poem. • Students write why they chose the musical elements they did and also describe the creative process of putting together the poem with dynamics and how it is related to the music. • As time permits, have students use Copland’s music as a “sound track” to go along with their performance of the poem. <p>Vocabulary: What new words will students need to learn in order to achieve the objective(s)? Dynamics Piano Pianissimo Forte Fortissimo Mezzo piano Mezzo forte</p>	<p>Equipment, Materials, Resources: What is needed for the lesson and the assessment?</p> <p>Books about Aaron Copland <u>Aaron Copland</u> by Mike Venezia <u>Singing America: Poems that Define America</u>, edited by Neil Philip</p> <p>Music by Aaron Copland DVD about Aaron Copland from the Keeping Score Project CD player</p>

American Poems Project Evaluation

Directions: Use the rubric to self-evaluate. The scale of 1 to 5 will be used.

- 1= no evidence
- 2= little evidence
- 3= moderate evidence
- 4= good evidence
- 5= strong evidence

Criteria	Rating
Directions for assignment followed	_____
Risk taking and experimentation	_____
Use of musical dynamics (loud, soft)	_____
Memorization/familiarity with the poem	_____
Use of gestures or movements	_____
Met deadline	_____

Reflections

(answer on the back)

What did you learn most from this project?

Describe your feelings about Aaron Copland's "Fanfare for the Common Man".

What was the hardest part of this project?

What makes a poem or a piece of music "American"?

American Poems

Do:

1. Read your poem with your partner.
2. Underline all words that you or your partner does not know.
3. Figure out who the poem is about and what is the “point of view” of the author. Why is this poem important?

Homework:

1. Write down the definition for all of the words you do not know in your poem.
2. Write each new word in a sentence to show you understand it.
3. Write a paragraph describing you poem and what you think it is about. Also include anything that catches your attention. Tell what words or phrases you like or how the author describes something.

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