

Lesson: *Whistle While We Work*

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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>What part have musical instruments played in a community throughout history?</p> <p>Standard(s) Addressed:</p> <p>1AV-P1 PO 1,3 1AV P2 PO 1 2AV-P2 PO 1,2,3 3AV P3 PO 1 3AV P4 PO 1</p> <p>Knowledge and Skills Students Will Need/Demonstrate:</p> <ol style="list-style-type: none"> Students will learn the 4 basic musical instrument families. Students will be able to identify the characteristics which classify each instrument into a particular family Students will learn basic music vocabulary and learn how to distinguish each sound. 	<p><i>In what way(s) will students demonstrate what they have learned? (e.g., the product or the performance)</i></p> <ol style="list-style-type: none"> Each student will create their own musical instrument with a variety of sounds Each student will perform on their own instrument Students will correctly answer the vocabulary questions from this unit on the final exam 	<p><i>What will you do to find out what students already know?</i></p> <ol style="list-style-type: none"> Determine if any students already know the 4 instrument families through visual presentation and oral discussion Show students various instruments and determine if any students can identify the family group Have musical students in class play musical sounds on their instruments which correlate to the music vocabulary <hr/> <p style="text-align: center;">Teacher's Needs Assessment</p> <hr/> <ol style="list-style-type: none"> An instrument from each instrument family Recorded musical selections distinguishing the music vocabulary Students who are able to play a variety of instruments and perform the musical vocabulary 	<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> <ol style="list-style-type: none"> Students will create a "functional" ceramic musical instrument Performance of a variety of sounds on their ceramic instrument Successful completion of the musical unit on the final exam Informal class critique and discussion about each instrument and the unit itself <p>Equipment, Materials, Resources:</p> <ol style="list-style-type: none"> Instruments From Mud to Music By Barry Hall (Book and CD) Ceramic clay and tools 	<p><i>How will students move toward achievement of the concept and standards?</i></p> <p>Learning Sequence:</p> <ol style="list-style-type: none"> Show and demonstrate instruments within the 4 family groups. Play a CD listening for the variety of sounds (past and present) made by clay artists who make musical instruments Discussion, assignment notes, visuals and evaluation criteria for this unit Performance by some students on their own instruments demonstrating various musical sounds Demonstration of building methods to create a ceramic musical instrument Student creation of a ceramic instrument Student performance on their ceramic instrument for peers Class critique <p>Vocabulary:</p> <p><u>Instrument Families</u></p> <p>A. Idiophones B. Membranophones C. Aerophones D. Chordophones</p> <p><u>Instrument Sounds</u></p> <p>A. Tone B. Pitch C. Frequency D. Octave E. Scale</p> <p>Equipment, Materials, Resources:</p> <p>See left</p>