

Unit/Lesson Instructional Plan

Unit/Lesson Title: Music, Emotion, Mood, & Line Grade Level: 7th & 8th (Middle School)

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District: Fresno Unified School District

Essential Understanding

What is the “Big Idea” of the unit or lesson?

Students will understand that music can be represented/expressed on paper through use of line and color.

Skills and Knowledge Students Need and/or Will Develop

Students will develop listening, critical thinking, and creative expression skills.
Students will develop confidence in putting marks/color on paper to show what they hear.
Students will develop their vocabulary of musical terms.

Standards Addressed

<u>Music Content Standards</u>	<u>Content Standards in Other Subject(s)</u>
<p>Fresno Unified Content Standards (grades 6-10) 1: <i>Students listen to and analyze music critically, using the vocabulary and language of music and available technology.</i> Students analyze an aural example of a varied repertory of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.</p>	<p>Fresno Unified Content Standards Visual Arts Content Standards: (grades 7 & 8) 1: <i>The student demonstrates an understanding of works in the visual arts by analyzing and interpreting what the artist presents in visual form.</i> Students develop visual arts skills...by using a variety of media. Create...original works of art (that) involves the interpretation of thoughts, perceptions, and ideas in creating artworks.</p>

Objectives: (final performance or product)

In what way(s) will students demonstrate what they have learned?

Students will listen to a piece of music (several times) and place marks on paper (not limited to line) to represent what they hear.

Student Pre-Assessment

How do you know what the students already know? What pre-assessment activities will help you determine what students already know?

No pre-assessment needed. Students do not need to know vocabulary beforehand. They can do this without ever having drawn a line in their lives.

Teacher's Needs Assessment

What content knowledge and resources will you need to implement this lesson?

I need to be comfortable making different kinds of marks on paper and believing it is “right”.
I need to have a variety of music from which to work (the Keeping Score CD works wonderfully).
I need to understand that whatever the students produce is “correct” and don’t ask them to “fix” their work.
I need to have a basic understanding of the meaning of the vocabulary words and the ability to identify them in different music pieces.

Final Student Assessment

How will you know that students have achieved the standard?

I will know that students have achieved the standard by looking at their final product. They should have a variety of marks/colors on their paper.

Learning Sequence

The Lesson Plan: What are the various steps in the unit/lesson implementation?

Learning Sequence:

1. Pass out paper/crayons. The bigger the paper, the better. 24x18 is great.
2. Introduce vocabulary. If students have difficulty with new vocabulary, limit to 5 words. Students divide paper into 5 columns with each word and it's meaning as a heading. Explain that we will listen to parts of songs and try to identify which vocabulary words apply to the song.
3. Play 1 min. or so of “Fanfare for the Common Man” by Aaron Copland. Discuss vocabulary as applied to the song.
4. Play 30 sec. of Beethoven’s “Symphony No. 7, IV”. Discuss vocabulary as applied to the song.
5. Play 1 min. of “Fanfare” again, but this time have students create lines/marks beneath each vocabulary word they feel the song incorporates. It could be one or more than one. While it is playing, teacher needs to go to the board and draw lines/marks so the students know what to do (most will do nothing until you make marks). Keep the song short. Allow students to choose the colors they feel the music is portraying. You may want to have a quick discussion on what are loud/soft colors.
6. Play Beethoven’s “Symphony No. 7, IV” repeating the above directions.
7. Students turn over paper. Listen to Beethoven’s “Symphony No. 5” for about 2 min. Students are just listening. Tell them to listen to how the music changes, paying attention to the vocabulary words. Encourage them to get an idea of how they might use lines and marks to show what they are listening to.
8. Start the music over. Listen to about 4 minutes. Students choose whichever color crayons they’d like to use.
9. When finished, talk about each other’s artwork, pointing out where they indicated the different parts of the songs. Tell students the title, and have them write it on the front.
10. Collect. Pass out another piece of paper. Do not tell them the title. Play Stravinsky’s “The Rite of Spring: The Sacrifice”. Do not listen to it first. Just play it and have them draw what they hear. Play the whole song.

11. Have them immediately turn their papers over and write down their impressions. What were they thinking during the song? What did it remind them of? What did it sound like?
12. Write the title of the song. Leave off 'The Sacrifice'. They should complain that the song did not sound like spring. Give them the last part of the title and discuss why it makes sense.

Vocabulary

What vocabulary will students need to know and learn, in order to achieve the standards addressed in the unit/lesson?

Vocabulary:

Piano (soft) Forte (loud)
Adagio (slow) Moderato (medium) Presto (fast)

Equipment, Materials and Resources

What equipment, materials, and resources will you need to implement the unit/lesson and the student assessment?

CD: "Keeping Score Teachers' Workshop Compilation Disc" (2005-2006), CD player, crayons, paper, vocabulary words on flash cards

Additional Notes

What adaptations might you make to the learning sequence, to meet the needs of different students?

Any other notes or comments you would offer with regard to implementing this unit/lesson?

The main goal of this lesson is to give the students confidence in expressing themselves. This is very difficult at the middle school level when the students have never had art or music, and are very wary of exposing themselves and appearing vulnerable. That is why, in the end, there is no right or wrong answer or final product. Whatever the students produce must be praised, even if it looks "wrong" to you and the rest of the world!