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Composition Lesson Plan

Learning Segment Focus: 8th grade Music

Lesson ___3__of___3__ Topic: Music Composition **Date:** 4/25/2021 **Grade:** 8th grade

Student Outcomes

Specific learning **objectives** for this lesson.	The students will be able to compose a piece of music in AB form in 4/4 time. They will be able to use different tempos in their piece.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	This is appropriate because up to now the students have learned about the mechanics of how to compose a piece of music. They know about the different levels of sounds, what notes go with each other, the difference between major and minor chords, and the difference in how fast a piece should be.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Students can use anything they would like to compose this piece of music. They will be using the app specdrum to create their piece. This app uses any type of music, which means you can pick from drums, voices, instruments, etc. So, no matter what background of the student they will be able to make their piece.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	**CR.2.E** – I can create a musical piece based upon (AB) form. I can name the lines and spaces of the bass clef. I can create a musical piece using notation.

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	Crescendo, decrescendo, tempo, dynamics, pianissimo, forte, allegro, fortissimo, mezzo piano, mezzo forte, tempo, largo, andante, ritardando, allegretto, AB form, whole notes, quarter note, half note, rest, eight note, and sixteenth note.

Academic Language Support

What are the **Academic Language Function(s)** (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned **Academic Language Supports** will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three **Academic Language Demands (vocabulary, syntax, and discourse)?**	Being able to create a music piece in AB form is essential when composing music. Being able to do this allows the students to understand the creativity that comes with making music, but also the technical skills behind it. The students will have a list of vocabulary words that we will go through together, and they will pick out two tempos that they want to use. This gives them time to learn the vocabulary even more and put it into context. They will be using their pior knowledge to create music, but they will have the help of the app.

Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	- Music books for inspiration - Video of myself doing the project - Paper - Pencil - Vocabulary sheet - Worksheet with instructions
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	- Paper - Pencil

	- Music books - They will have access to my video, so they can watch it more than once. - Vocabulary sheet - Worksheet with instructions

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
10 minutes	**Introduction**: - Show the instructions to the class - Go over vocabulary words - Show my video	I will go over the instructions with the class on how to create their piece of music and video. They are to pick out two tempos they want to use and choose a sound pack. They are to create a short piece of music using AB form in 4/4 time. Once they have created the piece, they will need to play it on a video. I will show them my video for an example.
45 minutes	**Instruction:** - Selecting their sound pack - Choosing their tempos	"Since we have now watched my video as an example, you know what to do to create your piece. You will need time to video, so make sure not to wait last minute. You have today to use the Specdrum and see what sound pack you like and what tempos you are choosing." They will use the whole class to mess with the technology and to choose their selections. Once they have made their selections, they can start creating their piece. They can start today, or they can wait until tomorrow to start working.
5 minutes	**Closure:** - Making sure they understand what they are doing	During this time, the students will be finished with their brainstorming and getting ready to leave class. I will be reminding them that they have to give me their selections on Friday, because I will need to write it down on each of their rubrics for grading. They will be given this whole week to work on their projects, and they will present their video to the class next week.

Technology Integration

Provide your **rationale** for your technology choices that accurately reflects those choices within your teaching context. **Identify** what technology(s) you are using as part of your lesson plan. **Describe** how the use of technology aligns to your learning objectives, content standards, and central focus. **Explain** how	The reason I chose this form of technology was because I felt like it allowed the students to use whatever they wanted to video themselves. They do have ipads, so they can record on that or if they need to record on their phones, they can. I think this will also allow students to

technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). **Specify** how the technology selections meet or exceed the needs/strengths of all students**. Justify the "fit"** of chosen technologies, showing how the content, instructional strategies, and technology "fit" together.	present their project in video form rather than in face-to-face. Some students get nervous or really anxious, and they do not want to present live, so having them do this will allow them to be more open and creative in front of the class. Using the app Specdrum helps the students with the creation of their piece. If the student is struggling, then they can pick an easier selection or a harder one.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	Before the students start the project, I gave them a vocabulary list that we went over together. This helps the students who need remediation and intervention. For the students who have an IEP/504, they are given a whole week in class to work on the project. They are able to help each other if they get stuck on a rhythm or notes. I also gave them handouts of what they are to accomplish, so instead of just saying what they are to do, they have it in writing. For the ESL/LEP students, since I gave them multiple handouts, a music book, and a video to watch they have a lot of material they can go back to if they do not understand.

Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) **to ensure all student needs are met?** (All students who are not on specific plans mandated by federal and state law.)	First thing I did was handout multiple worksheets and a music book. The worksheets allow them to read the instructions, but also read along with me. The music book helps the students have some inspiration rather than just listening to music and trying to figure out what someone else did. I showed a video of me doing the project. This helps the students who need to hear the project and see it rather than reading about it. The worksheets allowed the students to tap into prior knowledge because the worksheets went over the vocabulary that they need to know for this project.

Assessments: Formative and/or Summative

Describe the **tools/procedures** that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).	☐ **Formative** /☐ ~~Summative~~	Before this project, I gave a quiz out to the students that went over the concepts of creating music plus vocabulary. Since they did well on it, then I know they are ready to create a project like this one.
	☐ **Formative** /☐ ~~Summative~~	Having them fill out the vocabulary sheet with me will show me that they understand the lesson. If the class as a whole stays quiet and doesn't know what to say, then they are not ready for this project. However, they were able to efficiently give me the vocab words.
	☐ ~~Formative~~ /☐ **Summative**	This project is the summative assessment. They have to explain in their video what vocabulary words they are using and why they chose their project. Having them present their project in a video will allow me to assess what they know and what they still are having trouble with.

Research/Theory

Explain **connections to theories and/or research** (as well as experts in the field or	Piaget's Theory: Once the students have learned and mastered the material, then I had them use what they know into a problem solving, real-life project. They

national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.**	are creating music just like artists are, but they have to problem solve because both sections have to sound good together.

Lesson Reflection/Evaluation

What went **well**? What **changes** should be made? How will I **use assessment data** for next steps?	*TO BE FILLED IN AFTER TEACHING* (I am not sure if I need to fill this out)

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us; http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx;
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