

## Composition Lesson Plan

### Learning Segment Focus: 8<sup>th</sup> grade Music

Lesson   3   of   3   Topic: Music Composition Date: 4/25/2021 Grade: 8<sup>th</sup> grade

#### Student Outcomes

Specific learning <b>objectives</b> 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 crescendo's and decrescendo's in their piece of music, while being aware of tempo's.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	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 <b>students' personal, cultural, linguistic, or community assets</b> .	Students can use anything they would like to compose this piece of music. They can use a bucket for drumming, they can use the piano, they can sing if they would look, or they can rap. They can use whatever they like or want to complete this project. This allows the student, no matter their background or socioeconomic status, to be able to complete this project. Some students only know rap, and they don't fully understand other music, so this allows them to embrace that, but it in a more classical setting.

#### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<b>CR.2.E</b> – 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.
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#### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> 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, eighth note, and sixteenth note.
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#### Academic Language Support

<p>What are the <b>Academic Language Function(s)</b> (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?</p> <p>What planned <b>Academic Language Supports</b> 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 <b>Academic Language Demands (vocabulary, syntax, and discourse)</b>?</p>	<p>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 four of those vocabulary words to use in their piece. They will have to pick at least two different tempos and two different dynamics. This allows them to understand the vocabulary more and to put it into context. We will go over the different types of notes, but they can choose to use whatever they like regarding those words. Being able to understand these words will help with the creative process when creating music. We do not use these words to put into a sentence, but we use them to create music. The discourse in this project allows the students to use their prior knowledge to create something. This project provokes problem-solving skills and creativity. For the students who are on different levels, this can be an easy piece of music or something hard. I am giving them about a week and a half, but if they only need to use quarter notes, then they can do that. If they want to make it difficult and use sixteenth notes, then they can do that as well.</p>
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**Materials**

<p>Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p>	<ul style="list-style-type: none"> <li>- Music books for inspiration</li> <li>- Video of myself doing the project</li> <li>- Paper</li> <li>- Pencil</li> <li>- Vocabulary sheet</li> <li>- Worksheet with instructions</li> </ul>
<p>Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)</p>	<ul style="list-style-type: none"> <li>- Paper</li> <li>- Pencil</li> <li>- Music books</li> <li>- They will have access to my video, so they can watch it more than once.</li> <li>- Vocabulary sheet</li> <li>- Worksheet with instructions</li> </ul>

**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)
15 minutes	<p><b><u>Introduction:</u></b></p> <ul style="list-style-type: none"> <li>- Show the instructions to the class</li> <li>- Go over vocabulary words</li> <li>- Handout music books</li> <li>- Show my video</li> </ul>	<p>For the first 15 minutes of class we will be going over the instructions to this project. The students will have to pick at least two tempos and two dynamics from the vocabulary words handout. They can use any notes that we have learned in class so far. They are to create a piece of music in AB form which means they create a section A of music that can be repeated and then a section B which should be about the same length as section A, and both sections go together. Once they have written down what they want to play, they will need to make a recording of their piece. They can use anything for drums, play an instrument, sing, or rap. This will give them more opportunity for creativity. Once we have gone over the instructions, we will go over the vocabulary words together as a class. They can write down the definitions as they go if they are needing a reminder. They will then pick their tempos and dynamics. I will handout music books, so they can use that as inspiration, but they CANNOT replicate anything from that book. I will then show my video, so they can see what it will look and sound like.</p>
40 minutes	<p><b><u>Instruction:</u></b></p> <ul style="list-style-type: none"> <li>-</li> </ul>	<p>“Okay everyone let us start the day! We will be doing a composition project for what we have been going over for the past few months about music. We</p>

		<p>learned about the different music styles, tempos, dynamics, etc. It is now time to take all that information and make your own music. Let us go through the instructions on the handout I have given you. You will be making a piece of music using the AB form. Remember, both sections have to be about the same length, and they will need to go together. You don't want to have two sections that sound nothing alike. You can do anything to make your music. You can use an instrument, sing, rap, or use objects for drumming. Whatever you like. Once you have completed the project you will need to video yourself. I want you to explain what you will be presenting, what tempos and dynamics you used, and the title you have given it.”</p> <p>“How long does each section need to be?”</p> <p>“I want you to try and create at least four measures in 4/4 time for both sections. This means you need at least 16 beats in each section. Everyone will to incorporate at least two tempos and two dynamics in their music.”</p> <p>“Can we use more if we want to?”</p> <p>“Yes! You can use whatever you want. Remember though, if you have too much in your music it is going to sound like it is too much. Sometimes less is more. Let us go over each of the vocabulary words.”</p> <p>We will proceed to go over the vocabulary words, pianissimo, mezzo piano, mezza forte, fortissimo, allegro, andante, allegretto, ritardando, and largo.</p> <p>“You do not have to choose your two at this time, but by the end of the week I need to know. Sometimes we do not know how fast, slow, or the sound we want until the music part has been made. I will be giving you the rest of the time to brainstorm on what you would like to do.”</p> <p>I will then show them what my project looks like.</p> <p>“Will we have access to your video if we need to watch it again?”</p> <p>“Yes, I will have the video posted on google classroom, so you can access it anytime.”</p>
<p>5 minutes</p>	<p><b>Closure:</b>          - Making sure they understand what they are doing</p>	<p>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.</p>

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**Technology Integration**

<p>Provide your <b>rationale</b> for your technology choices that accurately reflects those choices within your teaching context. <b>Identify</b> what technology(s) you are using as part of your lesson plan. <b>Describe</b> how the use of technology aligns to your learning objectives, content standards, and central focus. <b>Explain</b> how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). <b>Specify</b> how the technology selections meet or exceed the needs/strengths of all students. <b>Justify the “fit”</b> of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p>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 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. This aligns with the learning because the students can use whatever software they would like to create this video. They can make it really nice and organized, and they can put a personal touch on it. Like I said before, some students aren’t well with presenting in front of many students, so they are able to explain the project and what they are doing to a recording.</p>
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**Accommodations/Modifications**

<p>How might I <b>modify</b> instruction for:  <i>Remediation?</i>  <i>Intervention?</i>  <i>IEP/504?</i>  <i>LEP/ESL?</i>                  (All students who have plans mandated by federal and state law.)</p>	<p>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.</p>
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**Differentiation**

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b>                  (All students who are not on specific plans mandated by federal and state law.)</p>	<p>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. I told them what I was doing, what tempos and dynamics I used, and why I chose to play the piano. 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.</p>
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**Assessments: Formative and/or Summative**

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students’ learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<p><input type="checkbox"/> <b>Formative</b> / <input type="checkbox"/> <b>Summative</b></p>	<p>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.</p>
	<p><input type="checkbox"/> <b>Formative</b> / <input type="checkbox"/> <b>Summative</b></p>	<p>Having them fill out the vocabulary sheet with</p>

		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.
	<input type="checkbox"/> <b>Formative</b> / <input type="checkbox"/> <b>Summative</b>	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**

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research</b>.</p>	<p>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 are creating music just like artists are, but they have to problem solve because both sections have to sound good together.</p>
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**Lesson Reflection/Evaluation**

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