



Lesson Plan for Implementing NETS•S—Template I

(More Directed Learning Activities)

Template with guiding questions

Teacher(s)

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Grade Level(s) -NA-

Content Area Music Technology

Timeline 8 Days

Standards (What do you want students to know and be able to do? What knowledge, skills, and strategies do you expect students to gain? Are there connections to other curriculum areas and subject area benchmarks?) Please put a summary of the standards you will be addressing rather than abbreviations and numbers that indicate which standards were addressed.

Content Standards Creates music incorporating expressive elements.
Compose rhythmic exercises and short melodies using traditional notations which incorporate use of dynamics.

NETS*S Standards: 2a. Interact, collaborate and publish with peers, experts, or others employing a variety of digital environments and media.
2d. Contribute to project teams to produce original works or solve problems.

Overview (a short summary of the lesson or unit including assignment or expected or possible products)

Students will work together in small groups to create a video and soundtrack based on a suggested theme. The theme will be selected by the group from a choices selected by the teacher. Students will need to divide roles within their groups and reach consensus on all choices. Some images and video clips reflecting the choice of themes will be provided to the groups. No music or sound track will be provided. Students may supplement these images with visuals of their own creation. However, they will need to capture and produce these images on their own time as all the class time will be required to produce the final product.

Students will then evaluate their own work as well as the finished soundtracks of two other groups. The soundtracks will first be separated from the videos by the teacher and the evaluation process will include trying to match the correct theme to the music.

Once all the evaluations are done, students will create a webpage to promote their group's video and a school-wide vote will determine the top-ten videos. (There should be no more than ten groups.)

Essential Questions (What **essential question** or learning are you addressing? What would students care or want to know about the topic? What are some questions to get students thinking about the topic or generate interest about the topic? Additionally, what questions can you ask students to help them focus on important aspects of the topic? (Guiding questions) What background or prior knowledge will you expect students to bring to this topic and build on?) Remember, essential questions are meant to guide the lesson by provoking inquiry. They should not be answered with a simple “yes” or “no” and should have many acceptable answers.

How can music and sound express or suggest universal experiences and/or complex emotions?
What tricks have composers historically used to elicit key emotions, trigger memories or evoke specific images?
Can you use rhythmic and melodic motifs to convey action, emotions and the unspoken?

Assessment (What will students do or produce to illustrate their learning? What can students do to generate new knowledge? How will you assess how students are progressing (*formative assessment*)? How will you assess what they produce or do? How will you differentiate products?) You must attach copies of your assessment and/or rubrics. Include these in your presentation as well.

Students will produce a soundtrack for a self-produced video that will demonstrate their ability to leverage compositional tools and tricks to reinforce a given theme.

Students will evaluate the soundtracks of other groups for their effectiveness.

Students will produce a promotional webpage for their work.

Resources (How does technology support student learning? What digital tools, and resources—online student tools, research sites, student handouts, tools, tutorials, templates, assessment rubrics, etc—help elucidate or explain the content or allow students to interact with the content? What previous technology skills should students have to complete this project?)

All students are 8th graders in an advanced music technology course. The students meet in our Music lab and they have access to and experience with iMovie and GarageBand as well as MIDI keyboards, electric guitars, microphones and a Macintosh. The class is built from band, orchestra and chorus students so experience with music and notation are expected.

Instructional Plan

Preparation (What student **needs, interests, and prior learning** provide a foundation for this lesson? How can you find out if students have this foundation? What difficulties might students have?)

These students have been in Mr. Jones' music technology class long enough to have a good grasp of GarageBand and have had one unit on music appreciation already. During the first meeting we will discuss some compositional gestures that date from before the time Beethoven and listen closely to identify how these motifs and instrument choices (timbre) combine to evoke a certain universal experience. Many of these "tricks" such as pizzicato strings standing in for raindrops, octaves performed with rapid, short bow strokes mimicking crickets, or the unforgettable, staccato, minor seconds in Psycho are so universal that my 3-year-old daughter could recognize them without prompting. Creating original ideas for ways to accomplish something more obscure will be a better test of the student's skill.

Management Describe the classroom management strategies will you use to manage your students and the use of digital tools and resources. How and where will your students work? (Small groups, whole group, individuals, classroom, lab, etc.) What strategies will you use to achieve equitable access to the Internet while completing this lesson? Describe what technical issues might arise during the Internet lesson and explain how you will resolve or **trouble-shoot** them? Please note: Troubleshooting should occur prior to implementing the lesson as well as throughout the process. Be sure to indicate how you prepared for problems and work through the issues that occurred as you implemented and even after the lesson was completed.

The music lab has two rooms connected by a door. One room is a lab with 32 Macs and MIDI keyboards and the other is setup as a standard classroom. For the first two meetings students will meet in the classroom. By the second meeting students will be in their groups and subsequent meetings will be in the computer/music lab. Students will work in headphones with attached mics and groups will be able communicate and collaborate from their stations using the labs networked audio system and screen sharing.

Instructional Strategies and Learning Activities – Describe the research-based instructional strategies you will use with this lesson. How will your learning environment support these activities? What is your role? What are the students' roles in the lesson? How can you ensure **higher order thinking at the analysis, evaluation, or creativity levels of Bloom's Taxonomy**? How can the technology support your teaching? What authentic, relevant, and meaningful learning activities and tasks will your students complete? How will they build knowledge and skills? How will students use digital tools and resources to **communicate and collaborate** with each other and others? How will you facilitate the collaboration?

The primary pedagogical premise behind this lesson is project based learning. In this project the ends justify the means. Students will need to find a way to work together. The teacher will "eavesdrop" on each group as they work to insure that everyone remains on task and that everyone is pulling their weight.

Differentiation (How will you differentiate **content and process** to accommodate various learning styles and abilities? How will you help students learn independently and with others? How will you provide extensions and opportunities for enrichment? What assistive technologies will you need to provide?)

Students should be able to find a role within their group that plays to a strength. There will also be ready-made videos to jump slower groups ahead in the process if they get stuck. Members of groups that complete the task early will be asked to consult with slower groups.

Reflection (Will there be a closing event? Will students be asked to reflect upon their work? Will students be asked to provide feedback on the assignment itself? What will be *your process* for answering the following questions?)

- Did students find the lesson meaningful and worth completing?
- In what ways was this lesson effective?
- What went well and why?
- What did not go well and why?
- How would you teach this lesson differently?)

Students will reflect on their work and the work of the group as well as the final product. Students will also evaluate the work of other groups. Their ability to critique other works will tell us how much they have learned. All students will also complete an evaluation of the activity.

Closure: Anything else you would like to reflect upon regarding lessons learned and/or your experience with implementing this lesson. What advice would you give others if they were to implement the lesson? Please provide a quality reflection on your experience with this lesson and its implementation.

Qualitative judgements about aesthetics are difficult. While I don't believe we can turn middle school students into connoisseurs of fine art with one activity, in spite of this I believe that asking students to evaluate quality in a something often viewed as subjective gives teachers and students insight that do not show up otherwise. Overall I was pleased with the process as much as the final product. Hearing students make deliberate choices where before they might well have believed artists were capricious in nature is enlightening. More than once I heard a student connect a technique in a song, game or movie that they loved to the activity. I would say a huge amount of the credit goes to our music technology teacher Heath Jones whose class I "borrowed". If I was going to do it again, I would leave off the video creation aspect entirely and use the extra time to focus more on the soundtrack. Many students spent too much time on the video and had to be given the pre-made videos to keep them on track which required a change of plans for their group. Of course, I suppose this was a lesson of a sort for them as well. The main advice I would have for another teacher trying to implement this would be to have a strong passion for the subject or pass entirely. The early success of the project hinged upon their teacher's enthusiasm and depth of examples. This was not a subject most of the students had an identifiable interest in. The interest only grew out of the application and discovery of how widespread many of these compositional devices are in use. The interesting thing was how many places they began to identify music and sound cues in various media being used to manipulate or communicate.

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Theme is reflected or reinforced by choices.	No discernible connection between chosen theme and execution.	Theme is identifiable one to two elements.	Theme is identifiable in three or more elements. However, it lacks development.	Theme is identifiable in more than three elements and is well developed throughout.	
Production values	Soundtrack is poorly produced and/or performed.	Soundtrack is produced and/or performed at a nominal level.	Soundtrack is produced and/or performed at an expected level but the students are capable of better.	Soundtrack is produced and/or performed at a unexpected level which represents the edge of the group's' ability.	
Evidence of humanity and sincerity.	No evidence of emotional investment in soundtrack.	Some evidence of emotional investment in soundtrack.	A good deal of emotional investment in soundtrack hampered by sentimentality .	A good deal of evidence of emotional investment in work unhampered by sentimentality	
Quality and appropriate measure of contribution by student to the group.	Student contributed nothing of demonstrable value to the finished product.	Student made the minimum contribution possible to the group.	Student contributed an appropriate amount to the group and showed signs of teamwork.	Student contributed quality work of an appropriate amount and demonstrated.	
Quality of written criticism on others group projects.	Student offered no criticism.	Student offered critical review with at least one valid point.	Student made a critical review that demonstrated moderate insight.	Student offered a critical review that demonstrated a mature aesthetic.	