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| **Music Lesson Plan Form** |

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| **Teacher: Tina Schaubroeck** | **Class/Course:  General Music** | **Grade Level:  6th** |

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| **A. National Music Standards (indicate which standards are associated with this lesson)**  <http://www.nafme.org/my-classroom/standards/>   1. Creating: MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.   MU:Cr2.1.6a Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.  2.  Responding:MU:Re7.2.6a Describe how the elements of music and expressive qualities relate to the structure of the pieces. |
| **B. Optional:** **List your state standards that are addressed in this lesson**  [https://www.pdesas.org/Standard/Search#](https://www.pdesas.org/Standard/Search)   * Standard - 9.1.5.A * Know and use the elements and principles of each art form to create works in the arts and humanities. * Standard - 9.3.5.A * Identify critical processes in the examination of works in the arts and humanities. |
| **C. Indicate the TI:ME Technology Areas of Competency that are addressed in this lesson**  [**https://ti-me.org/index.php/home/tapsu.html**](https://ti-me.org/index.php/home/tapsu.html)  Teacher should be able to guide students to musical learning through the following:  - Entering and editing musical data using a variety of methods  - Storing, sharing, and distributing properly formatted notated scores |
| **D. Objective(s):** as a result of this lesson students will know and/or be  able to…   1. Objective 1:  The student will be able to identify and define binary form. 2. Objective 2:  The student will be able to compose a melody to create a composition in binary form. 3. Objective 3:  The student will analyze music in binary form and identify the contrasting sections. |
| **E. Required Prior Knowledge and Skills:**  *What must the students know or have experienced prior to this lesson?*  Students will already have a basic knowledge of Noteflight Learn.  They will know how to enter notes and have minimal knowledge of syncing media to a score.  Students will learn the definitions of musical form and binary form.  Students will listen to examples of binary music as part of their daily warmup activities. |
| **F. Materials, Repertoire, Equipment needed:**  *What materials do you need to accomplish this lesson?*  Noteflight Learn for all students  Chromebooks for all students. |
| **G. Modifications/ Accommodations:**  Peer partners as necessary for IEP students |
| **H. Assignments:**  The student should review the definitions of form and binary. |
| **I. Evaluation**   |  |  | | --- | --- | | |  | | --- | | **Music - Composition : Binary Melody** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **CATEGORY** | **3** | **2** | **1** |  | | **Melody** | **My melody is singable.** | **My melody is OK but might be difficult to sing.** | **My melody is not singable.** | **undefined** | | **Rhythm** | **The rhythms that I selected make sense and would be easy to play or sing.** | **The rhythms are OK but there is room for improvement.** | **The rhythms that I selected do not make sense and would be very difficult to sing or play.** |  | | **Contrast** | **There is obvious contrast between the A and B sections.** | **There is some contrast between the A and B sections.** | **There is no contrast between the A and B sections.** |  |   *(optional: include a grading rubric*[***http://rubistar.4teachers.org/index.php***](http://rubistar.4teachers.org/index.php)***)*** |

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| **J.  Lesson Sequence**   1. Have students listen and following along to Minuet in G by J.S. Bach using Noteflight Learn and earbuds with their Chromebooks.  Sync the audio to the score. 2. After following along, color the A section red and the B section blue. 3. Then have students compose the B section of a piece of music after having been given the A section. |

Activity 1:  Students will follow along with a score and recording of Minuet in G by J.S. Bach and sync the audio to the score.

<https://schaubroeck.sites.noteflight.com/scores/view/8cc072523cb3b0c50a34009776361ce963b58b30>

Activity 2:  Students will highlight the sections of *Minuet in G* using red for the A section and blue for the B section.

<https://schaubroeck.sites.noteflight.com/scores/view/d5011ae1bce6ed102dc010951401e00d05b67efe>

Activity 3:  Students will compose the B section melody of a piece of music, after being given the A section.

<https://schaubroeck.sites.noteflight.com/scores/view/457babade18dde6e710bc4fd8eddd1c9c4e178b1>

Followup:  I would use the same activity to teach ternary.  They could take the melody that they wrote for binary and turn it into a ternary piece easily.