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| Standard(s): | | | Unit/Topic/Theme: | Essential Questions: | |
| B.MR.1.1  I.MR.1.1  P.MR.1.1 | | | **I See A Song**  Respond to Music  All classes | What ways can you express the mood of several pieces of music? | |
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| Student Learning Targets: “I can…” (verb plus specific content; skills; understandings; concepts) | | | | | |
| I can listen and respond to music. | | | | | |
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| Learning Outcomes - Criteria for Success: “I will…” (assessments, products, activities) | | | | | |
| I will respond to music by expressing what I’m hearing through artwork. | | | | | |
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| Lesson Activities (i.e.: introduction, ways to activate prior knowledge, and specifics of the day’s lesson) | | | | | |
| ~ Students will partner up ~ Instructions will be given…they may not talk to each other & only have 8 minutes to prepare a picture of what the music tells them to draw ~ all pieces must have a title ~ once completed the students will remain on the floor for a relaxation song using breathing techniques ~ they will move to the risers and begin warming up their bodies with massages while calming music is being played ~ stretches and deep breathing will be incorporated to help improve posture ~ once students are fully relaxed each group will share his/her artwork ~ teacher will conclude by relating the music heard today to a piece the class is working on….Ladies Ensemble connection is **Heart We Will Forget Him** and Honors Chorus is **Surely, He Hath Borne Our Griefs…**Beginning doesn’t have a connection today (too many students…no time) | | | | | |
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| How will you assess the above targets and outcomes for Evidence of Learning?  (rubric, checklist, exemplars, observation, student self-assessment, etc.) | | | | | |
| The teacher will move around the room to be sure each student is on task and not communicating verbally. | | | | | |
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| Literacy Integration: | | | | | Vocabulary to be Taught: |
| Reading: | Creating a Title for the piece | | | | Expression  creativity  collaboration |
| Writing: | Some use dialogue in their pictures. | | | |
| Speaking/Listening: | Ear training skills | | | |
| ITES (Media/Technology): | Cd/stereo | | | |
| Other Content Areas: | John Williams piece from Legend of The Fall | | | |
|  | Heart, We Will Forget Him & Surely, He Hath Borne Our Griefs | | | |
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| List Differentiated Strategies: | | Higher Level Thinking Skills:  (analysis, evaluating and creating levels) | | | Skills for Success:  X Creativity   * X Collaboration * X Problem-solving * X Critical thinking |
| Tactile, Visual, Kinesthetic, and Auditory modalities are addressed in this lesson. | | Developing expression and aural skills! | | |
| Explain:  Students are actively engaged throughout the lesson. |
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| Closure: | | | | Materials and Resources: | |
| Students will connect the songs with their lives and drawings. | | | | Sheet music  CD/Stereo  Markers, Crayons, Colored Pencils, Highlighters, etc.  Big Drawing Paper | |