

Learning and Evaluation Situation

Listening Lesson

Title of LES : <i>Let's Cover a Song</i> Length : 30 - 45 minutes	Cycle : 3 Time of the year : <i>May</i>	Degree : 1
Intention		
<i>To appreciate, interpret and invent a musical piece with inspiration from a recording, and have an experience of playing music together as a group.</i>		
Targeted Disciplinary Competency (ies) and Key Features	Targeted Cross-Curricular Competency	
<p>To Invent Instrumental Pieces <u>Key Features :</u> Use sound sources and elements of musical language and elements of technique To organize the elements he/she has chosen To finalize a production</p> <p>To Interpret Musical Pieces <u>Key Features :</u> To bring out the expressive elements of the piece To apply the rules for group ensemble work To become familiar with the musical content of the piece To apply elements of technique</p> <p>To Appreciate Musical Works <u>Key Features :</u> To examine a musical work or excerpt for elements of content To examine a musical work or excerpt for social-cultural references To make connections between what he/she has felt and examined To make a critical or aesthetic judgement To share his/her appreciation experience</p>	<p>Category : Intellectual Competency : To use creativity Key Features developed :</p> <ul style="list-style-type: none"> ● To become familiar with all the elements of a situation ● To adopt a flexible mode of operation ● To begin the procedure ● To imagine ways of proceeding <p>Category : Personal and Social Competency : Cooperates with others Key Features developed :</p> <ul style="list-style-type: none"> ● Contributes to team efforts ● Uses teamwork effectively ● Interacts with an open mind in various contexts 	
Essential Knowledges	The Broad Areas of Learning	
Stimuli for Creation <ul style="list-style-type: none"> ● Myself 	Media literacy - Students may realize that when covering a song, it is very difficult to cover a song and have it match the recording in the	

- Others
- The built environment

same way. They will learn that a lot of extra production is used to make it sound a certain way.

Affective Aspects

- Openness to stimuli for creation
- Receptiveness to his/her sensations, impressions, emotions and feelings
- Respect for the productions of others
- Respect for artistic materials
- Acceptance of unexpected events
- Acceptance of criticism
- Expression of his/her sensations, impressions, emotions and feelings
- Participation in artistic experiences
- Active participation in artistic experiences
- Satisfaction with respect to his/her artistic experiences

Learning Strategies

To invent instrumental pieces:

1. I decide what I will do and how I will do it.
2. I agree to modify my ideas
3. I put lots of effort and congratulate myself
4. I listen to the sound result
5. I make modification or I start over; if I am not satisfied

To interpret musical pieces:

1. I imitate the movements in the air; on my thighs, on the floor.
2. I review in my head the appropriate instrumental technique I learned
3. I look at my conductor

To appreciate musical works

1. I give an opinion on what I hear and I explain why
2. I listen carefully, and at the same time, I focus on what my teacher is asking

Evaluation Criteria

By teacher: observational grid. Is the group of students able to cooperate to play the piece of music?

INTRODUCTION TO THE LEARNING AND EVALUATION SITUATION

What is a cover song? Why do cover songs exist?

Have a small discussion entailing what a cover song is, and how they can be made.

(5 minutes)

Materials needed

Smartboard, Boomwhackers, Bells, Tambourines, Xylophone, Guitar, Computer for Youtube/Powerpoint

Description

Activities	Competencies and Key Features (Disciplinary and Cross-Curricular)	Learning Strategies	Evaluation
<p>Preparation</p> <p>Before this lesson, students should have preliminary knowledge of basic musical notation.</p> <p>As the lesson progresses, students will be placed into smaller and smaller groups based on the teacher's discretion and how they perform the first section of the lesson.</p> <p>There will be two major sections: rhythm and harmony. Each of these sections will have sub sections broken down by the colour of instruments they receive.</p>			

Carrying out

1. Listen to the song. Short discussion of what they did like, and did not like about it. Conclude by telling them that we are going to cover the song with instruments in the classroom.

3 minutes

2. Show first rhythm on powerpoint: Have whole class clap the rhythm. Review the musical notation included in the rhythm.

3 minutes

3. Split the class into 3 groups - name them by colour: Blue, Green, Red. Show the class that they will take turns clapping the rhythm. (Colour coded on the power point in three different musical measures)
4. Clap rhythm in the three different groups. Teacher plays the melody on the xylophone, or chords on the guitar.

5 minutes

5. Announce that you will now be distributing instruments. Before giving the instruments, tell the students that any misuse will result in the taking away of the instruments and they will not be able to participate.
6. Distribute 3 different colour coded boomwhacker instruments to half of the class. These are new smaller groups determined by the colour of the instrument they received.

2 minutes

7. Have them play the three measures of rhythm with the boomwhackers.

2 minutes

8. Show second colour coded rhythm on power point below the first rhythm learned. Have the students with no instruments clap the new rhythm, while the students with the boomwhackers play the first rhythm that was introduced.

2 minutes

9. Split the remainder of the class into 3 different colour coded groups: red, yellow, purple.

TO INTERPRET MUSICAL PIECES

To bring out the expressive elements of the piece

To apply the rules for group ensemble work

To become familiar with the musical content of the piece

To apply elements of technique

TO APPRECIATE MUSICAL WORKS, PERSONAL PRODUCTIONS, AND THOSE OF CLASSMATES

To make connections between what he/she has felt and examined

TO INVENT MUSICAL PIECES

Use sound sources and elements of musical language and elements of technique

To organize the elements he/she has chosen

To finalize a production

TO USE CREATIVITY

To become familiar with all the elements of a situation

To adopt a flexible mode of operation

To begin the procedure

To imagine ways of proceeding

COOPERATES WITH OTHERS

Contributes to team efforts

Uses teamwork effectively

Interacts with an open mind in various contexts

To invent instrumental pieces:

I decide what I will do and how I will do it.

I agree to modify my ideas

I put lots of effort and congratulate myself

I listen to the sound result

I make modification or I start over; if I am not satisfied

To interpret musical pieces:

I imitate the movements in the air; on my thighs, on the floor.

I review in my head the appropriate instrumental technique I learned

I look at my conductor

By teacher: observational grid. Is the group of students able to cooperate to play the piece of music?

<p>10. Have them clap to the colour coded rhythm they have been assigned to.</p> <p><i>2 minutes</i></p> <p>11. Distribute coloured handbells to three different groups: red, yellow, purple.</p> <p>12. Have all students play their instruments to their colour coded parts on the powerpoint, while the teacher plays the melody or chords on the xylophone or guitar.</p> <p><i>5 minutes</i></p> <p><i>Total: 29 minutes as planned</i></p> <p>13. (Optional) If there is time, students may switch roles, and some students may have a chance to improvise on the xylophone.</p> <p><i>+10-12 minutes</i></p>			
<p>Integration</p> <p><i>1 minute</i></p> <p><i>Sharing</i></p> <p>Have students participate in a discussion of what they learned, and how they felt after playing the piece</p> <p>Ask them when these knowledges can be applied elsewhere in their life or in future classes or musical situations?</p> <p>Advise that this situation is like playing in a band. Playing music with other people is a great learning experience and is a lot of fun.</p>	<p>TO APPRECIATE MUSICAL WORKS, PERSONAL PRODUCTIONS, AND THOSE OF CLASSMATES</p> <p>To make connections between what he/she has felt and examined</p> <p>To make a critical or aesthetic judgement</p> <p>To share his/her appreciation experience</p>	<p>To appreciate musical works</p> <p>I give an opinion on what I hear and I explain why I listen carefully, and at the same time, I focus on what my teacher is asking</p>	<p>By teacher: observational grid. Are individual students able to express what they have learned from this experience?</p>