**Lesson Plan – Adam Duffey 17764865**

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| **Topic area:** Popular Music | **Stage of Learner:** 4 | **Syllabus Pages:** |
| **Date: 28/8/16** | **Location Booked:** Classroom &  Hall | **Lesson Number: 3 /5** |
| **Time: 60 minutes** | **Total Number of students** 28 | **Printing/preparation**  **Sheet Music, Instruments,**  **Prior learning of musical roles**  **And parts.** |

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| **Outcomes** | **Assessment** | **Students learn about** | | **Students learn to** | |
| Syllabus outcomes **4.3, 4.4, 4.8, 4.11** | Lesson assessment  Short 8-bar composition with Melody, Harmony and Percussion part. | * Understanding their role within the music * Composition * Performative Techniques | | * Learning to perform with other students * Listening Techniques * The use of dynamics in a Pre-Chorus | |
| **Life Skills outcomes** LS.10, LS.10 |
| CCP & GCs  Understanding the role of a performer in solo and group contexts. | subject specific concepts  Dynamics & Expressive Techniques, Texture | | | | |
| Discipline specific skills  Composition, Performance, Crescendo | | | | |
| **Quality Teaching Elements (lesson focus) Highlight the appropriate areas** | | | | | | |
| Intellectual Quality This refers to pedagogy focused on producing deep understanding of important, substantive concepts, skills and ideas. Such pedagogy treats knowledge as something that requires active construction and requires students to engage in higher-order thinking and to communicate substantively about what they are learning. | | | | 1.1 Deep knowledge  1.2 Deep understanding  1.3 Problematic knowledge | | 1.4 Higher-order thinking  1.5 Metalanguage  1.6 Substantive communication |
| Quality Learning Environment *This refers to pedagogy that creates classrooms where students and teachers work productively in an environment clearly focused on learning. Such pedagogy sets high and explicit expectations and develops positive relationships between teacher and students and among students.* | | | | 2.1 Explicit quality criteria  2.2 Engagement  2.3 High Expectations | | 2.4 Social Support  2.5 Students’ self regulation  2.6 Student direction |
| Significance This refers to pedagogy that helps make learning more meaningful and important to students. Such pedagogy draws clear connections with students’ prior knowledge and identities, with contexts outside of the classroom, and with multiple ways of knowing all cultural perspective. | | | | 3.1 Background knowledge  3.2 Cultural knowledge  3.3 Knowledge integration | | 3.4 Inclusivity  3.5 Connectedness  3.6 Narrative |

***How the quality teaching elements you have identified are achieved within the lesson.***

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| **Teaching element** | **Indicators of presence in the lesson** |
| 1.1 | Composition Task with the use of Crescendo and change of dynamics, roles of instruments and performative ability. |
| 2.2 | Student-lead activites to engage students with their own creative input. |
| 3.4 | Group based discussion and performance activities providing critical social-interaction for students. |

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| **Time** | **Teaching and learning actions** | **Organisation** | **Centred**  **T/S** |
| **5** | **Students are organised into groups of 3-4-5. These groups are designed to allow students to integrate with performers of different instruments.** | **Teacher: Organsises students into groups based on their chosen instrument**  **Student: Students enter their groups**  **Resources: Classroom layout tailored to group-work** | **T** |
| **10** | **Students in their groups are asked to identify contrasting features between the verse and chorus of seven nation army. Students are asked to focus on Dynamics and Expressive Techniques.**  **One student from each group then writes some answers on a classroom mind-map.** | **Teacher: Walking around classroom softly evaluating student progress**  **Student: Listening to music, identifying features**  **Resources: Laptops, headphones, pen/paper** | **S** |
| **15** | **Teacher evaluates student responses.**  **Highlight the use of the crescendo in the guitar, bass and drums. Explain how this is written in the provided score.** | **Teacher: Highlighting musical features**  **Student: listening**  **Resources: Loud Speakers, playback software, access to blog page(laptops)** | **T** |
| **20** | **Contrast this pre-chorus to the Pre-chorus of “Time is Running Out” by Muse. Highlight that in many cases, the pre-chorus is used to build into the chorus of the music.** | **Teacher: Highlighting musical features.**  **Student: Listening**  **Resources: Loudspeakers, playback software** | **T** |
| **25** | **Students now grab their chosen instruments and set up in their groups** | **Teacher: Helping students with equipment (tuning, cable management, general setting up)**  **Student: setting-up their instruments**  **Resources: Instruments** | **T/S** |
| **30** | **Instruct students to develop a short 8 bar composition with at least 3 parts. Melody, Harmony and Percussion.**  **Ask students to highlight the use of a crescendo (like in the pre-chorus of the chosen music)** | **Teacher: Walking around classroom offering suggestions.**  **Student: Composing/performing.**  **Resources: Instruments** | **S** |
| **35** | **In their groups, students perform (from where they are) their short 8-bar compositions.** | **Teacher: Listening, Evaluating Students**  **Student: Performing**  **Resources: Instruments** | **S** |
| **40** | **Students now return to their groups, and rehearse their parts for Seven Nation Army** | **Teacher: Listening, Evaluating**  **Student: Rehearsing, Listening, Playing**  **Resources: Sheet Music, Instruments** | **S** |
| **45** | **This continues for a further 10 minutes. Ensure students have access to the blog page, as they need to study for the performance in class.** | **Teacher: Listening To students, offering feedback.**  **Student: Rehearsing, Listening, Playing**  **Resources: Sheet Music, instruments.** | **T/S** |
| **55** | **“”** | **Teacher:**  **Student:**  **Resources:** | **T/S** |
| **60** | **Students pack instruments and gear away, and return to seating arrangement.**  **Teacher discusses their thoughts/opinions on their compositions and their practice of Seven Nation Army.**  **Teacher asks students to study for next lesson, where there will be a practice run of the final performance assessment.**  **Class ends.** | **Teacher: Discusses events from lesson**  **Student: Packs instruments away, in seating arrangement**  **Resources: Instruments and gear being packed away** | **T** |

***Reflection***

What have I learned about the teaching and learning process when preparing this lesson?

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How am I measuring the outcomes of this lesson?

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| Learning Outcome | Method of measurement and recording |
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***Other considerations***

**Complete the table blow by inserting the AISTL graduate standards that you are demonstrating and indicates the evidence from this lesson that should comply with the standard.**

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| **Graduate Standards** | **Evidence within this lesson** |
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**WHS**

What are the key risk issues that may appear for and need to be reduced/eliminated in this lesson? Using your syllabus and support documents as well as other WHS policy- Outline the key WHS considerations that are to be applied in this lesson?

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**References (In APA)**

You must list all references that you have used for the content and resources of this lesson in this space.

**Resources Attached:**

You must list all the resources that you have created or found in this space.