

GM 8 Respond/Connect Lesson Plan Sample Template

Lesson Title	Modern Music Creators Research Project
Time Frame	5 days
Domain	Respond & Connect
Foundation(s)	R3 <i>Apply criteria to evaluate artistic work</i> Cn2 <i>Relate artistic ideas and works with societal, cultural, and historical context.</i>
Standard(s)	8.GM.R3.A Apply appropriate personally-developed criteria to evaluate music works or performances. 8.GM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Essential Question(s)	<ul style="list-style-type: none"> How do we judge the quality of musical work(s) and performance(s)? How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
Learning Targets	<p>What will the students know?</p> <ul style="list-style-type: none"> Appropriate criteria that define a significant musical creator. Appropriate sources related to scholarly research. Characteristics of artistic work. <p>What will the students understand?</p> <ul style="list-style-type: none"> The relationship between the value of music creators' contributions over time and across cultural contexts. The process of how to evaluate musical creators, their works, and their legacy in modern society. The criteria that provide a basis to critique musical creators and their work. How to differentiate between musical creations of value and significance and those of simple "popular" appeal. <p>What will the students do?</p> <ul style="list-style-type: none"> Demonstrate understanding of criteria that make a music creator unique and important in Modern music. Demonstrate understanding of the characteristics of artistic work. Apply appropriate criteria to define what makes a music creator significant in Modern music. Apply appropriate criteria to choose scholarly resources as a basis for their research on their chosen music creator.
Materials	Student laptops, wireless access, Google classroom, paper, pencil/pen

Modifications	<p>Preferential seating, extended time (as needed)</p> <p>Accommodations per IEP, 504, or other academic intervention strategy</p>
Procedures/ Activities	<p><u>Monday-Wednesday</u></p> <p>Attendance/Daily announcements/questions/info - (3 minutes)</p> <p>Set - https://www.youtube.com/watch?v=mJ_fw5j-t0</p> <p>The Piano Guys - Allow students to listen as they enter class. Ask the following after the tardy bell.</p> <ul style="list-style-type: none"> • “Did you recognize any of the music you were just listening to as you came into class?” • “Can anyone tell me the instruments you heard playing?” • Using a thumbs up/down/side to indicate preference - “How did you feel about this piece?” “Did you like it?” Ask for student feedback as to why or why not • “Do you think this piece is a valuable musical work? Why or why not?” • “What do you think makes a piece of music valuable?” <p>“We are going to look at what might make a musician or performer important or valuable in our society today.” (10 minutes)</p> <p><u>Instructional Sequence & Strategies</u> (30 minutes/2 minutes for packing up)</p> <p>Review the assignment: Have students look at their Google classroom for the assignment “Modern Music Creators”</p> <ul style="list-style-type: none"> • Students will choose a music creator that is influential/significant in the 20th/21st century. • Students will use scholarly research as the basis for their project. • Students will construct a Google Slides presentation, research paper, or a scrapbook presentation to substantiate their position that the music creator they have chosen is significant and that his/her work is or will be a lasting contribution to Modern music. <ul style="list-style-type: none"> ○ <i>Title slide/page</i> ○ <i>6 points minimum</i> <ul style="list-style-type: none"> ▪ <i>Who</i> ▪ <i>What</i> ▪ <i>Where</i> ▪ <i>When</i> ▪ <i>How</i> ▪ <i>Most importantly - WHY?</i> ○ <i>Audio & Visual Element</i> ○ <i>Sources (citations)</i> <p>Monday</p> <p>Provide students an overview of the project. Have them reference the assignment in their Google classroom. Discuss the following:</p>

	<ul style="list-style-type: none"> • What is a virtuoso? • What makes a musician a virtuoso? What about an athlete? What about other professions? • Why are some musicians/performers a “one hit wonder”? <p>Show YouTube video “50 Greatest One Hit Wonders”: https://www.youtube.com/watch?v=KU8fcjYrNXs</p> <ul style="list-style-type: none"> • What makes an artist significant over time? Have the class discuss the context, relationship to other disciplines, daily life, and any historical significance. • Provide students the rubric and discuss how the project will be assessed. • Allow students time to research artists. Have each student choose their music creator by the end of class. <p>Tuesday & Wednesday Provide students time in class to continue research. Work with each student individually on their project. Answer any questions. Review the assessment rubric at the end of each class period as formative assessment of the activity.</p> <p>Thursday & Friday Summative assessment activity. Students should submit their projects in their Google classroom. Have each student present their project to the class. Grade each project based on the assessment rubric - Modern Music Creators Project Rubric</p>
Academic Feedback/ Assessment	<p><u>Reflection / Formative Assessment Note</u> Students will need assistance finding information about their chosen music creator. Some may need to choose a different creator if they can’t locate the appropriate resources to support the information required by the project.</p> <p><u>Formative Assessment</u> - Class Discussion – Student feedback and teacher observation are the primary forms of evaluation Monday-Wednesday.</p> <p><u>Summative Assessment</u> - Submission of the project (paper, Slides presentation, or scrapbook) and the in-class presentation. Each element weighted equally.</p>
Thinking/ Problem Solving	<ul style="list-style-type: none"> • Deciding on an appropriate musical creator that meets the criteria of the project • Deciding on the medium to present their project • Finding appropriate resources that provide the information for the project • Troubleshooting all issues related to computer/internet access
Artistic Processes	<ul style="list-style-type: none"> • Evaluate • Connect

Connections	<ul style="list-style-type: none"> • Why do we value certain music(ians) over time and yet other music disappears? • What defines “good” music? • Cultural diversity of musicians/performers • Academic diversity of the music creators - other disciplines that they have impacted
Literacy	<ul style="list-style-type: none"> • Understanding/defining music terminology/vocabulary applicable to the music creator • Understand and articulate characteristics of culturally diverse music creators • Understand and articulate characteristics of musical styles • Computer literacy/skills

Name: _____ Date: _____

Modern Music Creators Project Sample Rubric

	Insufficient	Beginner	Progressing	Proficient	Excellent	Total
8.GM.R3.A 8.GM.Cn2.A	1 (>69)	2 (70-74)	3 (75-84)	4 (85-92)	5 (93-100)	
Analysis and Explanation Class presentation & project information	Supplied limited comments only or no analysis about the composer.	Supplied brief comments about the music creator, but with very limited or no analysis.	Provided an incomplete analysis and/or brief explanation of the music creator's place in twentieth-century music.	Provided an adequate analysis and explanation of the music creator's place in twentieth-century music.	Provided a thoughtful analysis and clear explanation of the music creator's place in twentieth-century music.	
Sources of Information Quality of resources	Did not provide or provided inaccurate information from unreliable sources.	Gathered information about the music creator from one or two sources and/or a significant amount was not accurate.	Gathered mostly accurate information about the music creator from a few sources, but some was not accurate.	Gathered accurate information about the music creator from several sources.	Gathered accurate information about the music creator from a large number of sources.	
Knowledge of Musical Creator Class presentation & project information	Did not demonstrate accurate knowledge of the music creator and did not identify important, distinctive elements of their music.	Demonstrated little knowledge of the music creator, and identified few important, distinctive elements of their music.	Demonstrated limited knowledge of the music creator, and identified some important, distinctive elements of their music.	Demonstrated satisfactory knowledge of the music creator, and identified important, distinctive elements of their music.	Demonstrated a thorough knowledge of the music creator, and identified important, distinctive elements of their music.	
Organization and Presentation of the project Who, What, Where, When, How, & - most importantly - WHY? Title, Audio & Visual Element, Works Cited	Information was not well organized and/or presented. (Ex: missing multiple elements of the project)	Information was not well organized, and/or presented so that it was very difficult for the audience to learn about the music creator. (Ex: missing 3 elements of the project)	Information was organized and/or presented so that it was slightly difficult for the audience to learn about the specific music creator. (Ex: missing 2 elements of the project)	Information was organized and presented to help the audience learn about the specific music creator. (Ex: no elements are left out, however may not be clearly stated)	Information was skillfully organized and creatively presented to help the audience learn about the specific music creator. All elements of the project are presented.	

Total Points _____

Percentage _____