

High School Music Theory: Lesson Plan Sample

Lesson Title	"Catchy" Little Rhythm Composition		
Time Frame	2 days		
Domain	Create		
Foundation(s)	Cr2 <i>Organize and develop ideas and work</i> Cr3 <i>Refine and complete artistic work</i>		
Standard(s)	HS.MT.Cr2.A Assemble and organize sounds or musical ideas through standard and non-traditional notation. HS.MT.Cr3.B Share music through the use of notation, performance, or technology. Demonstrate how the elements of music have been employed to realize compositional techniques and expressive intent.		
Essential Question(s)	<ul style="list-style-type: none"> How do musicians make creative decisions? How do musicians improve the quality of their creative work? 		
Learning Targets	What will the students know?	What will the students understand?	What will the students do?
	<ul style="list-style-type: none"> Use of notation Means of performance Use of technology (as deemed appropriate by the student) Elements of music - rhythm. 	<ul style="list-style-type: none"> How to construct a musical idea. The process of how to realize compositional techniques. Expressive intent. 	<ul style="list-style-type: none"> Assemble and organize sounds or musical ideas Share their music Demonstrate elements of music - rhythm
Materials	Student laptops, wireless access, Google classroom, textbook, staff paper, manuscript paper, pencil/pen		
Modifications	Piano access for all students Extended time (as needed) Accommodations per IEP, 504, or other academic intervention strategy		
Procedures/ Activities	Day 1 Attendance/daily announcements/questions/info - (3 minutes) Set - Do you have a favorite rhythm? Can you play it or sing it for me? (5 minutes) Students will typically find this a fun and silly activity. This is to have them relax and not be so stressed about writing their first "composition."		

	<p><u>Instructional Sequence & Strategies</u> (35 minutes/2 minutes for packing up) Review the assignment: Have students look at their Google classroom for the assignment “Catchy Little Rhythm Composition”</p> <ul style="list-style-type: none"> • Students will be completing Assignment 1.7 & 1.8 from their text book, Music In Theory and Practice. • In Assignment 1.7, each member of the class is asked to develop a “catchy” rhythm. Each student will develop a rhythm that we will share in class and play/sing individually. We will determine the correct notation for the rhythm they wish to use. (Day 1) HS.MT.Cr2.A • Once the rhythm is finalized, Assignment 1.8 in the text asks students to write a rhythmic composition of sixteen measures that contains rhythmic patterns, each lasting two measures and repeated once. This will provide the student with four different rhythmic patterns, each repeated once. Students may worked collaboratively on this assignment, using each rhythms they had designed for 1.7 as the basis for their compositions. Students will need to complete this for homework if not completed in class. (Day 1) <p><u>Day 2</u> Attendance/daily announcements/questions/info - (3 minutes) Set - “Who can play or sing their catchy rhythm from yesterday for us?” (Allow students time to share their rhythm. Provide feedback and discuss each rhythm as a class. Could they write the rhythm down if asked to do so? Allow a student to attempt dictation on the board if they are willing to try.)</p> <p><u>Instructional Sequence & Strategies</u> (35 minutes/2 minutes for packing up)</p> <ul style="list-style-type: none"> • Have each student demonstrate (share) their composition with the class. Allow the student to demonstrate their work in the medium they feel most comfortable. Provide time for others to perform each composition as well. Look for the following: <ul style="list-style-type: none"> ○ Does the composition meet the criteria of the assignment? ○ Is it notationally and rhythmically correct? ○ What can we do to improve this composition? ○ Students typically like to write rhythms that are too hard and complex for this activity. Provide strategies for those students to simplify their work to make it more realistic and appropriate to their level. • Discuss the strengths and challenges of their compositions. • Students should submit their assignment to Google classroom for assessment. (See MT Composition Rubric - only use appropriate categories to score this assignment)
<p>Academic Feedback/ Assessment</p>	<p><u>Reflection / Formative Assessment Note</u> Students may need assistance in notating the rhythm they wish to use. Work with each student individually to insure that the rhythm is notated properly before they complete the assignment.</p>

	<p><u>Formative Assessment</u> - Class Discussion – Student feedback and teacher observation are the primary forms of evaluation Day 1.</p> <p><u>Summative Assessment</u> - Submission of the assignment (Graded with MT Composition Rubric). Student performance of their “catchy little rhythm” composition. Take up all work. (Day 2)</p>
Thinking/ Problem Solving	<ul style="list-style-type: none"> • Deciding on an appropriate rhythm that meets the criteria of the project • Deciding on the desired medium to present their project • Realizing the notation process for the rhythm chosen/compositional process • Troubleshooting all issues related to computer/internet access
Artistic Processes	<ul style="list-style-type: none"> • Plan & Make • Evaluate & Refine
Connections	<ul style="list-style-type: none"> • Why is repetition important in music? • Introduction to musical form • Math - fractions • Music performance skills
Literacy	<ul style="list-style-type: none"> • Music reading • Notation skills • Understanding/defining music terminology/vocabulary • Computer literacy/skills