** Lesson Plan 1**

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**Name: Larry Shea**  **Date: 11/7/16**

**Grade/Class:** 10th Grade Music History

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| **1. Measurable Objective(s):** At the end of this lesson:* Students will be able to identify notable musicians, albums, tunes, and historical events in Cool jazz music of the 1950’s through conducting self-research and listening analysis on the album “Birth of the cool” by Miles Davis with audio examples of the songs “Move” and “Moon Dreams”
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| **2. Required Prior Knowledge and Skills:** * Familiar with the style of Bebop
* Familiar with notable musicians, tunes, albums, musical and historical characteristics of jazz music in the 1940’s
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| **3. Review Needed:** * Review the historic components of bebop and other styles of jazz from the 1940’s
* Review notable tunes and musicians in bebop era
* Review musical components that distinguish bebop as a musical genre
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| **4. Materials, Repertoire, Equipment needed:** * White board and markers
* Laptop, speakers, and projector
* Recordings of the songs “Groovin high”, “Con alma”, “Move”, and “Moon dreams”
* Virtual scores of the songs “Move” and “Moon dreams”
* Research and listening worksheet
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| **5. Agenda:**  1. Listen and “Guess the tune”
2. 1950’s Jazz History Excerpt
3. Intro to cool jazz
4. “Birth of the Cool” research
5. Listening analysis
6. Recap and homework
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**6. Lesson Sequence** *(be sure to list time in the pacing section)* **Pacing**

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| **A. Brief Opening:** **Listening and Guessing*** Play the song “Groovin High”. Ask the students if they remember who wrote it, what style it is, and the decade it was written in
* Play the song “Con Alma”. Students will guess who the song is written by (answer= Dizzie). Explain, compare, and contrast how this tune by the same artist differs stylistically and why.
* Write on the board under the tile bebop all musical characteristics that can contribute to making bebop what it is
 | 4-5 |
| **B. Learning Activities:** **1. 1950’s Jazz History Excerpt*** Students will take notes based on information presented in the PowerPoint. A class discussion on the points presented with questions such as “Why and How did these events change the music and culture of the time” will also take place
* Present a visual outline on the Powerpoint on the four genres of 1950’s jazz that students will learn throughout the unit

**2. Intro to Cool Jazz*** Students will first be asked what they think cool jazz is and what musical/ historical figures make it similar or different to styles such as bebop from the 1940’s
* Students will take notes and participate in a class discussion based on points that are presented. Compare and contrast how cool jazz relates to other styles of jazz and other genres of music

**3. “Birth of the cool” research*** Individually, students will use their smart phones, computers, or tablets to research the following questions on the “Birth of the cool” worksheet.
* Once finished, class will discuss their findings and teacher will present facts on the PowerPoint for students to check their answers

**4. Listening Analysis**A) Students will listen to the song “Move”. Before filling out the listening sheet, students will be explained what following info is being looked for using their own words1. *Style*
2. *Tempo*
3. *Melody (who plays)*
4. *Harmony/ Counterpoint*
5. *Arrangement*
6. *Additional notes*
* After filling out the worksheet, students will be guided by the teacher through group discussion with audio and visual playback of the score

B) After completing the listening analysis of the song ”Move” students and the teacher will engage in a discussion of the characteristics of cool jazz will be shared on the board.C) Students will listen to the song “Moon dreams” (If time, otherwise save for next class)* Similar to the analysis for move, students will fill out similar guided questions on their own first based on what they hear in song. Afterwards, teacher and class will discuss and review via audio or score if needed
 | 1. 4-52. 3-53. 5-64. 10-12 |
| **C. Assessment:** **Formal-** Students will be formally assessed based on their responses and work they do on their research and listening worksheets. The teacher will collect these papers at some point in the unit and will evaluate if the student seems to grasp the material or put the effort into the assignment. Student will receive a grade based on their effort and demonstration of knowledge with these worksheets.**Informal**- students will be informally assessed based on the way they participate in a group discussion and respond to the teacher’s questions regarding the musical and historic content.  |  |
| **D. Closing/Wrap-up:** Students will discuss and compare how what they did in their listening analysis connects to the historical and musical factors that defines cool jazz as a genre. Students will also be explained what the homework is and will understand how it will pertain to the next lesson. | 2-3 |
| **E. Assignment:** For next class, students will go home to research and listen to another cool jazz album and pick one song. Similar to their listening exercise, students will find the same info and write it down in their own words. |  |

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| **7. Accommodations:** A student with a motor skills disability has trouble keeping up with writing notes and filling out the worksheets given in class. To accommodate this student, they will be allowed to type on a computer or iPad and are also allowed to take a picture of any notes that are on the board. A note sheet given by the teacher will also be handed to them if necessary. |
| **8. Teacher Reflection/Self-Evaluation:** *TBA* |
| **9. National Standards***: (Creating, Performing, Responding)*Performing *Select, Analyze, Interpret, Rehearse, refine, evaluate*Responding*Select, Analyze, Interpret, Evaluate*Connecting |
| **10. State Standards:** Reading & NotationCritical Response Purposes & meaning in the arts Rose of artists in communities Concepts of styleStylistic influence & stylistic changeInventions technologies & the artsInterdisciplinary connections. |