— LP/PPT B / A
Teaching = A

(A)

Larry,   Handout!!

Write larger on board

    Comparison listening - guide (for Dizzy examples)

Move out from behind the desk - interact more
    w/ students

Cool jazz - third stream (integration of jazz & classical)
        (Gunther Schuller) - Birth of the Cool
Group activity - monitoring

    Phone use - wifi vs data

Guided discussion!   Venn diagram?
                                        or other
                                        visual
                                        organizer
Pacing is much better
        Be a bit more
            comfortable w/ silence
HW -
    Spend more time on exp. (written?)

Lesson Plan

Name: Larry Shea
Grade/Class: 10th Grade Music History

Date: 11/7/16

| 1. Measurable Objective(s): |
| At the end of this lesson: |
| • Students will be able to recognize the musical and historical characteristics of cool jazz music in the 1950's through self-research and listening analysis |

(handwritten: ↑ state write etc.? Specify)

| 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 |

| 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 |

| 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 |

| 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 |

6. Lesson Sequence *(be sure to list time in the pacing section)*	Pacing
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.	4-5

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• Write on the board under the tile bebop all musical characteristics that can contribute to making bebop what it is	
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	1. 4-5
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	2. 3-5
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	3. 5-6
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 words 1. *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.	4. 10-12

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	
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 of the unit and will evaluate if the student seems to grasp the material or put the effort in to the guided questions and thoughts of the lesson. 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. If a student does not seem to participate or engage appropriately in the discussion, they will be noted and taken points away for their participation grade for the class. *Avoid*	*being punitive — always reward effort.*
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.	

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 & Notation
Critical Response
Purposes & meaning in the arts
Rose of artists in communities
Concepts of style
Stylistic influence & stylistic change
Inventions technologies & the arts
Interdisciplinary connections.

High School Lesson Reflection

After teaching my high school lesson on an introduction to the historical and musical components of cool jazz music, I felt that overall, the intended objective was met and that the lesson went well. By being able to prepare the content in a structured, sequenced, and organized manner, the lesson allowed students to really grasp the material as well as be able to see how what they learned from previous lessons connected to the new material they were learning. The ability for students to do self-research, listening analysis, and participation in class discussion also made the content for the students very personable for how they learned in class. Some of the parts of the lesson that I felt went well because of these factors were the self-research activity, the listening worksheet, and the closing activity where they concluded how cool jazz can be defined as its own genre of music.

In addition to what I felt went well in the lesson, there were also some parts that I felt did not go well and should take note on to improve my teaching in the future. To start off, one of the biggest problems I had was not allowing time for students to think about the questions they were asked and not being comfortable with the silence that was going on after I asked each question. Some spots in the lesson where this had happened were in the beginning listening activity, the discussion after the self- research, the discussion after the listening analysis, and the concluding wrap-up section. Due to the fact that I became uncomfortable with the moments of silence and did not allow enough time for thinking in between questions, the students seemed to have felt rushed, uncomfortable, and even confused at times in the lesson, and this did not allow them to have the ability to think about the content for themselves, which disrupted their learning process. Another factor that I felt I did not do well with was being behind the desk too much for a time of the lesson. Even though I felt that sitting down would be more convenient to present the info on the presentation, it took away some of the energy and classroom interaction . In

addition, I also did not write big enough on the board during the lesson, which I did not consider for students who were in the back or could have been visually impaired. Finally, I also did not consider the use of phones having a potential issue, especially if students did not have one or if there was no wifi. I did however address the issue by pairing up students who did not have a phone with someone who did, but I forgot that wifi or service could be an issue too.

If I were to do this lesson again, there would be a number of things I would do differently. For one, I would make sure to change the way I asked questions and allowed time for responses in between. Instead of asking generic questions such as "Who can tell me..", I could get more specific and call on specific people to encourage and develop more individual participation. In addition, I would also make sure to take a few more seconds to allow students to respond to questions, and not be so eager to talk over or start providing answers in those moments of silence. In addition, as mentioned before, I would also reconsider the self-research on the phones and instead make sure that everyone had access to a phone, ipad, or computer with Internet access. This way, problems of inclusion and technological difficulties could be prevented. Lastly, if I were to change anything about the structure and content, I would provide a different listening example, and use the song "Moon dreams" instead of "Move". Reason for this would be so that students could get a sense of the how cool jazz differed from bebop based on a more contrasting stylistic aspect. Even though I chose to listen to "Move" in this lesson since it emphasized the instruments and counterpoint, I could have included that discussion in a different piece. Lastly, I also would spend more time in discussion about the classical influences of instrumentation and counterpoint in the lesson, allowing for more discussion, questions, and even examples to show.

Overall though, I felt the lesson was executed well and that the objective was met based on students' participation and work in the class. For what didn't go well, it was great to reflect and watch myself teach to see what I can improve on for being a teacher in the future.