** Lesson Plan 3**

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**Name: Larry Shea**  **Date: 11/19/16**

**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 the musical and historical components that make up the genre of Modal Jazz, in addition to notable composers and songs of its genre through listening, watching, and reflecting on the film “1959 the year that changed jazz”, and songs “So what, All blues, Impressions and My Favorite things”. |
| **2. Required Prior Knowledge and Skills:** * Familiar with historical and musical content of 1950’s jazz covered in class so far
* Familiar with the genre and stylistic characteristics of Cool Jazz and Hard bop
* Familiar with notable composers, tunes, albums, and historic events in 1950’s jazz
* Ability to describe musical excerpts by using appropriate and relative musical terminology
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| **3. Review Needed:** * Review what students know about genres of Cool jazz and Hard bop
* Compare and contrast different genres and styles learned so far in class
* Listen to recordings of Miles Davis covered in class
* Summarize what class knows already in this time of the 1950’s (hard bop)
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| **4. Materials, Repertoire, Equipment needed:** * White board and markers
* Laptop, projector, aux cable, and speaker
* Modal jazz analysis worksheet
* Video fill in the blank worksheet
* Project description worksheet
* Video of “1959 The Year that changed Jazz”- First 10 minutes
* Audio examples of songs “Moon Dreams, Walkin, So What, All blues, Impressions, My Favorite things”
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| **5. Agenda:**1. Review and timeline construction2. Video “1959 The Year that Changed Jazz”3. Discussion and lecture4. Listening Analysis5. Project Assignment |

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

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| **A. Brief Opening:** **Review and Timeline Construction*** On white board, the class will review and construct a timeline of what they have covered in the 1950’s unit so far based upon the two genres of Cool Jazz and Hard Bop
* Play short examples of the songs “Moon Dreams (Cool jazz) and “Walkin” (Hard bop) by Miles Davis. Ask students to identify what songs belong to what genre. Compare and contrast the songs, and add the content to the timeline.
 | **4-5 min** |
| **B. Learning Activities:** **1. Watch Video “1959 The Year that Changed Jazz”*** While students are watching this video to get an introduction the genre of Modal Jazz, they will fill out a worksheet that fills in the blanks of some of the facts presented during the film
* Students will also have space to take additional notes to use during class discussion and watching the film

**2. Film discussion and review/ lecture*** After the film, class will review the answers on the worksheet from the film and summarize the main points
* Teacher will provide any necessary corrections and lecture the students on any additional material that needs to be reiterated. Collect info and write down on white board for students to take notes on.

*Info to collect will be historic dates, places, album and song names, notable musicians, etc.***3. Listening Analysis*** Play the song “So What” by Miles Davis for the Class to hear and fill out their listening analysis using the same guidelines similar to their other analysis worksheets from the cool jazz and hard bop lesson. Content that will be looked for is stated below

*1. Style**2. Tempo**3. Who plays the melody?**4. How long are the solos/ Who plays them?**5. Additional notes/ comparisons to other songs listened to in class** Review, discuss, compare, and contrast the classes responses to examples covered in previous classes
* Do the same process for the song “Impressions” by John Coltrane. *If time*, play the songs “All blues and My Favorite things”. Students are not required to fill out analysis, but can take notes and participate in discussion for these two songs.
 | **1. 10 min** **2. 5 min****3. 8-10 min** |
| **C. Assessment:** **Informal-** Students will be informally assessed based on their participation and responses they provide in class discussions. If their input and responses are relevant and show understanding of the topic and intended learning objective, they will receive a check next to their name on the class list, meaning a full credit for class participation and content understanding will be given. **Formal-** Students will be formally assessed based on their work they do with the listening analysis and film worksheet. As students are doing these during class, their work will be measured and graded based upon their effort and correct responses to the content being covered in the class. The students will keep their worksheets to study for the exam, but will turn them in after the unit exam and unit itself are over. In addition, students will receive an individual grade on their group project and presentation assigned in the class. |  |
| **D. Closing/Wrap-up:** **Group Project Assignment*** Students will be assigned into groups of 2-3 people and be explained through discussion and a handout about the purpose and guidelines of their concert program project

***Instructions***1. After covering four genres of jazz music in the 1950’s, have your group come up with a concert program for a show that features the different genres of jazz in the 1950’s (Even though there is one more class left to cover on the genre Bossa nova, students have enough info to get started based on what they learned so far in the unit.)2. The program must have at least 4 songs from at least two different genres of jazz we covered in the 1950’s3. In addition to your song selection, please write a short paragraph explaining why you chose each song and why you ordered the program a certain way.4. You may not use more than one song that we have listened to in class and analyzed together. Utilize the songs you have discovered for homework and on your own research.5. Present short audio examples and your written explanation for your song choices in class. Turn in all song choices and written reasons on the class Google drive.* Allow time for students to ask questions
 | **3-5 min.** |
| **E. Assignment:** Students have been assigned their group project and will be asked to start working on it. |  |

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| **7. Accommodations:** ESL learner- this student will be placed in front of the class to receive proper verbal and visual communication from the teacher. In addition, this student will receive handouts for this class from the one prior to look in over. They will also be placed next to and work with students that can communicate and accommodate when necessary for communication purposesADHD- this student has a hard time focusing in class and cannot concentrate on a task without being distracted. To accommodate this student, they will have a space in the room they can move to if necessary during the class and in addition, wil have a set of notes and bullet points given by the teacher discussing the topic of the class to look back to if they get lost at any point. |
| **8. Teacher Reflection/Self-Evaluation: TBA** |
| **9. National Standards***:* Performing *Select, Analyze, Interpret, Rehearse, refine, evaluate*Responding*Select, Analyze, Interpret, Evaluate*Connecting |
| **10. State Standards:** *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* |