

edTPA Lesson Plan Template

Learning Segment Title: Analyzing the Rhythmic Notation of an Eight-Measure Musical Phrase

Grade: High School – Ninth Grade

Context:

Students in the class: __45__ Males: __27__ Females: __1__
Students with IEPs: __1__ Students with 504 Plans: __2__
English Language Learners: __3__
Language Proficiency Level (# of students at each level):
Beginning: __1__ Intermediate: __2__ Advanced: _____ Advanced High: _____

Central Focus: The central focus for this learning segment is analyzing (**function**) an eight-measure musical phrases, specifically (**vocabulary**) the rhythmic dictation of an eight-measure phrase, within a piece of band literature.

In order to analyze how and why (**Discourse**) eight-measure musical phrases are written, students will listen to a piece of band literature, recognize the rhythmic dictation verbally count rhythms within the musical phrase, and perform the rhythm displayed in the musical phrase on their instrument.

The purpose for teaching this content is that being able to analyze the rhythm of an eight-measure musical phrase will help students perform a piece of band literature entitled *An American Elegy* by Frank Ticheli (**Syntax**).

Lesson Plan Number: BAND1305

Lesson Title: [Analyzing the Rhythmic Notation of an Eight-Measure Musical Phrase]

Content Standards

TEKS: (1) Foundations: music literacy. The student describes and analyzes music and musical sounds. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms.

(E) Explore elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, form, dynamics, and timbre through literature selected for performance.

ELPS: (if applicable) 5. The student is expected to (B) identify and distinguish key words and phrases necessary to understand the general meaning during social and basic instructional interactions.

Learning Objectives:

SWBAT #1: (function) [Identify the rhythm of an eight-measure musical phrase]

edTPA Lesson Plan Template

SWBAT # 2: (vocabulary) [Recognize and define terms used to describe the rhythm of a musical phrase.]

SWBAT #3: (Discourse) [Examine the music notation found within a musical phrase.]

SWBAT #4 (Syntax) [Interpret the role of a rhythmic phrase when looking at an entire piece of band literature.]

Language Demands	Language Supports
<p>Function</p> <ul style="list-style-type: none"> • Identify the rhythm found within an eight-measure musical phrase 	<ul style="list-style-type: none"> • I will inform the students of the importance of identifying time and key signatures. • I will break down the rhythm of the phrase so that the students can count it in time. • I will describe the importance of displaying rhythmic accuracy in the eight-measure musical phrase.
<p>Vocabulary</p> <ul style="list-style-type: none"> • Recognize and define terms used to describe the rhythm of a musical phrase. 	<ul style="list-style-type: none"> • I will repeatedly use terminology that describes musical phrases so that the students become more familiar with the terms. • I will define any new terms so that the students know their definitions.
<p>Syntax</p> <ul style="list-style-type: none"> • Interpret the role of a rhythmic phrase when looking at an entire piece of band literature. 	<ul style="list-style-type: none"> • I will ask the students to look at how the eight-measure musical phrase connects with other phrases found in a piece of band literature. • I will demonstrate what the musical phrase sounds like through playing a recording of a performance.
<p>Discourse</p> <ul style="list-style-type: none"> • Examine the music notation found within a musical phrase, such as how the rhythm is notated. 	<ul style="list-style-type: none"> • I will project the rhythm onto the projector, and go through the rhythm with the class. This is give students time to ask questions about the rhythm. • I will demonstrate how to count the rhythm through playing the musical phrase so that the students can hear how the rhythm sounds on a musical instrument.

Focus/Attention-Getter (5 min.): SWBAT #4

- I will begin the class by projecting a recording of the United States Air Force Band performing the piece *An American Elegy* by Frank Ticheli. As the students walk into the

edTPA Lesson Plan Template

band hall and grab their instruments and materials, I will be projecting this recording so that students can be introduced to the rhythmic styles found in the piece of band literature that I want to perform.

- As the students are getting seated and putting their instruments together, I am walking around the room and asking them to listen to the rhythmic style of the musical piece.
- As class begins, I plan on asking the students to describe the rhythm that they heard in the recording. Then we will have a class discussion about the eight-measure phrase that we will be analyzing and performing in the class that day.

Background Information/ Lesson Rationale (2 min.): SWBAT #4

- I will introduce the lesson by first stating the learning objectives. I plan on having the learning objectives written on the board for students to see every day when they walk into the band hall. I will state the objectives by reading them aloud for the class to hear.
- After stating the objectives, I will explain to the students the importance of knowing how to identify, analyze, and perform rhythmic passages in band literature. As I explain the importance, I will connect the eight-measure musical phrase that is being analyzed to the piece of band literature that the students will be performing, which is entitled *An American Elegy*.

Input/Presentation/ Modeling (5 min.): SWBAT #1 and #2

- I will present the lesson through using a projector to project the rhythmic phrase onto the screen. Then, I will break down the rhythm, one measure at a time. I plan on clapping the rhythm of each measure, as well as playing it on my flute, so that students are able to comprehend how it sounds. I plan on teaching key vocabulary using terminology that the students should know prior. Also, I will define any new terms that the students may be unfamiliar with.
- I will get my students involved in the lesson through having them clap the rhythms with me, so that they can begin to become comfortable with how to count it.

Guided Practice (10 min.): SWBAT #4

- I will provide time for the students to work on analyzing the rhythms individually. This will take place through giving the students a few minutes to practice the rhythm on their corresponding instrument. The students will be expected to study the eight-measure phrase independently, and practice the music on their own. Although the band hall will be loud because all of the students will be playing at the same time, the chaos will be controlled because the students are working.
- I will monitor the students learning by walking around the room and listening to each student. Then, I will provide feedback based on the students' performance. If I notice that the majority of students are struggling to accurately perform the eight-measure phrase, then I will stop the class to address the issue.
- I will take out my flute and perform the eight-measure musical phrase, in order to demonstrate what it sounds like to the class.

edTPA Lesson Plan Template

Independent Practice (20 min.): SWBAT #3

- As a music class, I plan on incorporating an independent practice through doing a peer activity. I will have my students get into groups based on their musical instrument, and have them work on the eight-measure rhythmic phrase. Each student is given the opportunity to play for their peers, as well as practice giving feedback to one another. I will walk around and listen to the students perform the eight-measure phrase, and I will provide feedback as needed.
- After about 10 minutes in groups, I will have the students go back to their original seating, and asks for students to volunteer and play in front of the class. This will allow for me to assess my students progress individually. Also, it will give my students the opportunity to perform in front of their peers and to work on their performance skills.

Modifications for Learners with Exceptionalities:

Students with IEPs/504 Plans

- Mobility Issues:
 - The student will be provided with a chair and a stand that is already set up when they arrive into the band hall. The student will be seated near the door, and will be allowed to have assistance by another student if they need to leave the band hall for any reason. The student will be assisted in putting their instrument together if they are having trouble with it. The student will be given time to pack up early, and will be able to leave the class 5 minutes early so that they can travel to their next class. I will put their instrument away, along with any materials they used for the day into their band locker.
- Attention Deficit Hyperactivity Disorder (ADHD):
 - The student will be given the opportunity to walk around the band hall before the start of class. This will give the student the opportunity to get some of their energy out before class begins. If needed, the student will be allowed to stand in the back of the band hall if they feel the need to move around. The student will still have to play their instrument and participate in class discussions. I will be monitoring the student's behavior, and will check in on them at times to see how they are doing and feeling. The student will be able to receive clarification for anything if they struggle to pay attention.
- Attention Deficit Disorder (ADD):
 - The student will be given the opportunity to walk around the band hall before the start of class. This will give the student the opportunity to get some of their energy out before class begins. If needed, the student will be allowed to stand in the back of the band hall if they feel the need to move around. The student will still have to play their instrument and participate in class discussions. I will be monitoring the student's behavior, and will check in on them at times to see how they are doing and feeling. The student will be able to receive clarification for anything if they struggle to pay attention.

edTPA Lesson Plan Template

Students with Specific Language Needs

- English Language Learners – Beginner and Intermediate level
 - The student will be provided with a bilingual dictionary that is specialized for musicians. This will help the student better understand the musical terminology being used in the lesson. I will be incorporating nonverbal gestures in my teaching and conducting in order to help this student better understand what musical terms I am describing. If needed, I can take some extra time with the student, either after class or at the beginning or end of the school day, to help the student with any questions they may have. If the student prefers to use a translation device, this will be allowed in the classroom as well.

Students with Other Learning Needs

- Not Available

Assessment (10 min.): []

- My assessment will take place during the second half of the independent practice time. I will have the students go back to their original seating, and asks for students to volunteer and play in front of the class. This will allow for me to assess my students progress individually. Also, it will give my students the opportunity to perform in front of their peers and to work on their performance skills. When these students play in front of the class, I plan on looking at the rubric I have created in order to assess their performance.

Closure (3 min.): []

- I will close out my lesson by having all of the students playing the eight-measure musical phrase together in unison. We will stay in time together through the students following my conducting. Afterwards, I will finish up talking about the importance of learning this musical phrase when it comes to learning our pieces of band literature while my students packs their instruments away. The students will put their instruments away in their locker once they finish cleaning and polishing them, and then they will head back to their seats. The students will be able to ask any questions they have about the lesson, or they can talk with their peers as well. The students will be dismissed once the bell rings.

Materials:

- There will be several materials that are needed in order to make the lesson successful. First, I will need a whiteboard so that I can display the objectives for my students. Then, I will need a projector so that I can display the eight-measure musical phrase for the students to count. I will also need a metronome so that students practice staying in time with the beat.
- As for the students, they will need their instruments, a chair, a stand, their warm-up book entitled *Foundations for Superior Performance*, and the piece of band literature entitled *An American Elegy*.

edTPA Lesson Plan Template

Evaluation Criterion Template

Student Name _____ Ally E. _____ **Date** _____ November 24, 2021 _____

Lesson Title []

Level Criteria Evaluated	Excellent	Proficient	Adequate	Limited*	Insufficient / Blank*
Participation in Individual Practice	The student effectively practiced the phrase individually. The student did not get distracted or off topic.	The student practiced the phrase individually, but may have gotten distracted by their peers or their phone.	The student struggled to practice the phrase individually. The student was distracted.	The student did not attempt to practice the phrase individually. The student was distracted.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Participation in Group Practice	The student fully participated in group practice through playing for their peers and providing feedback.	The student mostly participated in group practice, but struggled to play for their peers or provide feedback.	The student was not fully participating, but they did try to play for their peers. The student struggled to give feedback.	The student did not participate at all.	
Ability to effectively clap rhythm	The student participated in clapping the rhythm, and they clapped the rhythm with 100% accuracy.	The student participated in clapping the rhythm, and they clapped the rhythm with 85-99% accuracy.	The student tried to participate in clapping the rhythm, but they only clapped with 70-85% accuracy.	The student did not participate, and/or they clapped their rhythm with less than 70% accuracy.	
	Performed with 100% rhythmic	Performed with 90-99%	Performed with 70-90%	Performed with less	

edTPA Lesson Plan Template

Rhythmic accuracy when performing individually	accuracy. The student performed the entire phrase without stopping.	rhythmic accuracy. The student performed the entire phrase without stopping.	rhythmic accuracy. The student performed through most of the phrase, but had to stop at times to look it over.	than 70% rhythmic accuracy. The student stopped in the middle of performance.	
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When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

<https://aac.ab.ca/materials/rubric-materials/>