

SRU MUSIC EDUCATION LESSON PLAN

Mike McGarrigle
4th grade general music
April 12th and 16th, 2021
10:30-11:10

LESSON DESCRIPTION

The students will finish their final draft and record their commercials for the instrument creation project.

OBJECTIVES

As a result of this class session, the students should be able to:

1. Create a one minute video about the instrument they created that includes the name, price, slogans, and their explanation of how the instrument is played on FlipGrid using the information they have already created in their packets with the goal of selling their instrument. N.S. MU:Cn11.0.4a, PA 9.1.3.K

ASSESSMENT

1. During class while the students are working on the videos, the teacher will go around and listen to students practicing and offer suggestions if they are missing required items from the rubric before they record.
2. The teacher will watch the students videos and evaluate using the rubric in their instrument creation packet.

PENNSYLVANIA STANDARDS

PENNSYLVANIA ARTS STANDARDS ADDRESSED (<http://www.pdesas.org/Standard/Views>)

- 9.1.3.K Know and use traditional and contemporary technologies for furthering knowledge and understanding in the humanities.

PA STANDARDS BIG IDEAS

- **Resource (<http://www.pdesas.org/module/sas/curriculumframework/>)**
(there are only 6 – delete the ones that do not apply to this lesson)
 - Artists use tools and resources as well as their own experiences and skills to create art.
 - The arts provide a medium to understand and exchange ideas.

PENNSYLVANIA ACADEMIC STANDARDS FOR CAREER EDUCATION AND WORK ADDRESSED

(<https://www.education.pa.gov/K-12/PACareerStandards/Pages/default.aspx>)

- 13.4.5 Discuss the steps entrepreneurs take to bring their goods or services to market, such as, but not limited to:
 - Marketing
 - Production
 - Research and development
 - Selection of goods and services

NATIONAL STANDARDS

NATIONAL STANDARDS ADDRESSED (<http://www.nationalartsstandards.org/>)

- MU:Cn11.0.4a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NATIONAL STANDARDS ENDURING UNDERSTANDINGS

- **National Standards (<http://www.nationalartsstandards.org/>)**
 - Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding

NATIONAL STANDARDS ESSENTIAL QUESTIONS

- **National Standards** (<http://www.nationalartsstandards.org/>)
 - How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

PROCEDURES

- **Anticipatory Set/Introduction/Hook** (opening activity related to the content of the class, not greetings or procedural things like getting instruments out)

Time allotted	The teacher will...	The students will...
3 minutes	Show the students an sample of commercial like the one they will be creating today in class.	Watch and listen.

- **Principal Activity**

Time allotted	The teacher will...	The students will...
2 minutes	Hand out the students' Instrument Creation packets	Take their packets.
5 minutes	Review the requirements from the rubric for the Owner's Manual and final drawing of their advertisement.	Listen
5 minutes	Tell the students to spend five minutes checking that they have completed all the requirements and that their Owner's Manual has enough <u>complete</u> sentences for each question.	Check each page of their packet.
3 minutes	Review the requirements from the rubric for their commercial • No longer than 1 minute • Outline the features • Explain how it works • Show their final drawing and read the information for it.	Read out loud the requirements from their packets and listen.
2 minutes	Have the students take out their Chromebooks and go to Flipgrid	Take out their Chromebooks and log onto Flipgrid.
2 minutes	Divide the class into four groups and assign students an order in their group. (Ideally by row just going from front of back in order depending on how the room is organized)	Remember what group they are.
5 minutes	Give all students 5 minutes to plan and practice their commercials alone or with a partner.	Plan and practice their commercial
15 minutes	Have 4 students at a time record their commercials in separate corners of the room.	One student from each group records at a time. When they are finished the next person in line in their group will record.
	Tell the students who are not recording to check that their packets are completely finished and practice their commercial quietly at their desk while their classmates record.	Practice their commercial to get ready to record.
	When they are finished recording they can turn in their Flipgrid assignments however Mr. Wingenbach is collecting them.	Submit their videos.

- **Closing** (closure on the lesson, not goodbye, nice job, packing up, etc.)

Time allotted	The teacher will...	The students will...
	If there is time left over after everyone had a chance to record, they can volunteer to show their commercials to the class.	Watch and listen to the commercials. Share something they liked about the instrument their peer created.

DIFFERENTIATION STRATEGIES

Some students may be uncomfortable having to record their commercials in front of others, especially if they struggle with speech or anxiety. Since there are three of us teaching, students who appear to be uneasy or express discomfort in having to record can record in the hallway with one of the other teachers for their minute.

CULTURAL IMPLICATIONS

Students were allowed to create their own instrument and many have elements in their design that are related to the personal cultures and homelife. When the students share their instruments they will learn more about different cultures of their peers. (the instruments range from world instruments to a deer meat and bacon guitar so students will share what is important to them)

INTEGRATION OF OTHER SUBJECTS

This lesson works on their public speaking skills through creating the video and having to clearly articulate their ideas through a spoken medium after having prepared it through writing.

MATERIALS/RESOURCES

Chromebooks
FlipGrid

HOMEWORK

None

REFLECTION

Required questions (include more that are applicable to you and/or your situation)

1. What went well?
Answer
2. What could I improve?
Answer
3. Were my objectives met? Why/Why not?
Answer
4. Other
Answer
5. Other
Answer