



**CALIFORNIA STATE UNIVERSITY, LONG BEACH
BOB COLE CONSERVATORY OF MUSIC
MUSIC EDUCATION**

ENSEMBLE LESSON PLAN REQUIREMENTS *Revision 1: 4/26/2017 – Revision 2: 9/4/2017*

NAME:	Tom Terrell	<i>CHECK ✓ BELOW</i> <input checked="" type="checkbox"/> Lesson Plan <input type="checkbox"/> Rehearsal Plan
SCHOOL:	Pomodoro High School	
GRADE/LEVEL:	10-12	
ENSEMBLE:	AP Music Theory/Advanced Orchestra/Jazz Ensemble	<i>Where in the UNIT does this occur?</i> <input type="checkbox"/> Beginning <input checked="" type="checkbox"/> Middle <input type="checkbox"/> End

Skills/Concepts Covered in this Lesson: Crafting the vertical (chords) from the horizontal (melody) (adapted from Scott Watson)

Prior Knowledge: Students will need to know the foundations of Music Theory to understand how to build a basic chord (e.g. dyad & triad from an arpeggio), major-mode scales, and basic harmonic/rhythmic accompaniment (knowledge of ostinato optional)

Student Learning Outcome(s) (SLO): Students will demonstrate an understanding of the integral relationship of the linear/horizontal (melodic) and vertical (harmonic) aspects of music by transferring the notes of a melody into vertical aggregates (chords) to accompany the melody

National Core Arts Standard:

MU:Cr3.2.C.IIa Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent

California Music Content Standard

- 2.6 Compose music, using musical elements for expressive effect.
- 2.9 Improvise harmonizing parts, using an appropriate style.

Materials/Equipment Needed: Music Notation staff paper (provided, with melody), polyphonic playback device (keyboard, computer, etc), pencil, powerpoint presentation

Vocabulary (if applicable): Melody, harmony, chord, triad, clusters, accompaniment

Anticipatory Set/Introduction/Pretest: Play a recording and display the sheet music of Bach's Prelude in C and highlight how one can form aggregates of a chord from grouping notes of the melody (i.e. triad)

Guided Practice: Describe how the students will practice the new skill with you. Design the lesson step-by-step. Include a timeline to show you have considered how much time each activity may take.

The most important columns here are the time allocation, the issue/concept, and the teaching strategies. Make sure to consider how ongoing assessment can improve teaching and learning (think “how do you know that they know?”).

<u>Time allocation</u>	<u>Measures</u>	<u>Issue/Concept</u>	<u>Strategies/Activities</u>	<u>Assessment(s) (if applicable)</u>
			<ul style="list-style-type: none"> Multiple learning modes—visual, aural, kinesthetic Scaffold the learning 	<ul style="list-style-type: none"> Informal/formal Vary your assessments
1 min		Introduce Topic	Review definitions of triads, block chords, broken chords	T: Students can comfortably recall information
2 min		Anticipatory Set: Using a Straightforward example in known music	<p>T: Using powerpoint, display sheet music of Bach's Prelude in C and play with audio. Explain that "I am looking for groupings of notes that can go together to form a chord. Can you help me group notes together to form a common chord?"</p> <p>S: Together, class groups notes by similarity, stacking them to form a chord, creating the harmonic rhythm</p> <p>T: Reveal, "this is one way in which we can figure out the <i>harmonic rhythm</i>, the rate that the chords change depending on the notes in the melody</p>	T: Informal, Students can accurately groups notes according to triad groupings in the melody
1min		Explain exercise	T: Give directions to form small groups and assign a melody from the worksheet, play through the melody on the given keyboard/piano, and begin grouping notes from the melody to compose an harmonic accompaniment	T: Students form even groups and division of melodies
10 min		Compose harmonic accompaniment	S: groups work on playing the melody through. Work on the provided sheetmusic to analyze the melody and look for notes to build a chord with. Use the open staves below the melody to compose an accompanying part	T: walks around the room and observes groups, assessing if they are on topic and in line with the objectives
4 min		Perform	S: Each group perform on their piano/keyboard their melody with accompanying part back to class.	T: assesses Students by effort and completion, and if the objectives were reached, within interpretation. Also asks students to briefly comment on their peer's work S: Self and peer assessment
1 min		Closure	T: Debrief, extend the objective of the exercise by suggesting uses for "re-harmonizing" popular songs, etc. Or adding a harmony to an existing melody	

(Optional) **Independent Practice:** Take melodies of songs and arrange your own harmonic accompaniment

Accommodations (Special Needs/EL): Differentiate the lesson by grouping students with varying abilities and skill, asking students with a firmer grasp of the concepts to then help explain to their classmates

Closure: How is this useful as a creative musician? Tools for composing arranging