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| **Grade:** 10-12, Jazz I | | | **Subject:** Composition | |
| **Materials:** Folders, Chairs, Stands, Rhythm Section Equipment | | | **Technology Needed:** Computers w/ Music Notation Software | |
| **Instructional Strategies:**   * Direct instruction * Guided practice * Socratic Seminar * Learning Centers * Lecture * Technology integration * Other (list) | | * Peer teaching/collaboration/   cooperative learning   * Visuals/Graphic organizers * PBL * Discussion/Debate * Modeling | **Guided Practices and Concrete Application:** | |
| * Large group activity * Independent activity * Pairing/collaboration * Simulations/Scenarios * Other (list)  |  | | --- | | Explain: | | * Hands-on * Technology integration * Imitation/Repeat/Mimic |
| **Standard(s):**  4.4.2 Create and arrange short songs and instrumental pieces with specified guidelines | | | **Differentiation:**  **Below Proficiency:** Student’s will be able to pick their partners and work at whatever level they are most comfortable with.  **Above Proficiency:** Student’s will be able to pick their partners and work at whatever level they are most comfortable with.  **Approaching/Emerging Proficiency:** After a group presents, their classmates will offer feedback as well as myself (as the teacher) to help them find where they can improve/go next.  **Modalities/Learning Preferences:** Visual (seeing the music), Bodily-Kinesthetic (playing the music), Aural (explaining the music) | |
| **Objective(s):**  -TLW be able to understand and create a functional jazz chord progression  -TLW create a simple melody to play within the chosen chord progression  **-**TLW explain and demonstrate their piece to the class  **Bloom’s Taxonomy Cognitive Level:**  Understand (explain), Apply (choose), Analyze (explain), Create (compose) | | |
| **Classroom Management- (grouping(s), movement/transitions, etc.):**  Students will be working as pairs, assign where students will be working (specific spot in the room, practice room, etc.) | | | **Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.):**  Students will use the computers for nothing other than researching for and creating their piece, both students will contribute equal effort, students will ask questions when needed | |
| **Minutes** | **Procedures** | | | |
| 10 | **Set-up/Prep:**  Explain the assignment, have students pick partners, write down groups, grab computers, assign working spots | | | |
| 10 | **Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)**  Research online and/or recall chord progressions used in popular songs and songs we are currently working on in class  *-Knowledge: What is a chord progression? What is the most common chord progression?* | | | |
| 5 | **Explain: (concepts, procedures, vocabulary, etc.)**  Pick 12-16 bar chord progression using research/recall and/or creating their own if they understand the functionalities of the chords  *-Comprehension: Can you summarize the basic rules/concepts of a chord progression?*  *-Application: Can you create a chord progression using your knowledge of what a chord progression is and how it functions?*  *-Synthesis: Given a new jazz chart to review, can you identify the chord progression?* | | | |
| 20 | **Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences,** **reflective questions- probing or clarifying questions)**  Begin working on melody (can include non-chord tones, but must still follow chord progression)  *-Analysis: How will you use your chosen chord progression to choose what notes you will incorporate into the melody?* | | | |
| 5 | **Review (wrap up and transition to next activity):**  Next time we will use the entire hour to work on finishing up our melodies  When melodies are complete, I will review the melodies and help give guidance before final product is presented for the class  *-Evaluation: Can you explain why your chord progression is considered functional and how your melody works with the chord progression?* | | | |
| **Formative Assessment: (linked to objectives)**  **Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.**  -At 25 minutes: as class if they have found chord progressions then ask them how confident they are feeling about their chord progressions.  -Peer feedback after presentation    **Consideration for Back-up Plan:** N/A | | | **Summative Assessment (linked back to objectives)**  **End of lesson:** Presenting the piece (explain how they chose their chord progression/ melody and play melody and harmony (if possible) for the class)  **If applicable- overall unit, chapter, concept, etc.:** Class feedback | |
| **Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**  The lesson went very well. The students obtained a much deeper understanding of the functions of jazz chord progressions as well as gaining confidence in their abilities to create their own melodies (which will aid in improv). One thing that I might add would be to have the students improv a little bit over their chord progression to build off of prior lessons about improvisation. One other thing I would make sure to clarify is the kind of feedback I want the students to give each other so no one takes the easy out and just says “It sounds good.” | | | | |