



Quality Lesson Components	My Lesson
<b>Lesson Title</b>	<b>Mendelssohn – Italian Symphony, Movement 1</b>
<b>Lesson Plan Overview / Details</b> Summary of the task, challenge, investigation, career-related scenario, problem, or community link	Students will interpret musical articulations of the weather.
<b>Program of Study:</b>	Music
<b>Approximate Time</b>	Approx. 25 min.
<b>Anchor Standard</b>	Anchor Standard 8: Support interpretations of musical works that reflect creators'/performers' expressive intent.
<b>College and Career Readiness/Literacy Standards</b>	<p><a href="#">CCSS.ELA-Literacy.CCRA.L.3</a> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.7</a> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><a href="#">CCSS.ELA-Literacy.RL.6.7</a> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p>
<b>Objectives and Goals</b>	By the end of the lesson, students should interpret music in relation to weather-related events.



<p><b>1. Hook/Set</b>  <b>Getting Started/Essential Question</b>        Also called a "hook" to grab the students' attention, the Hook Activity is a brief activity or event at the beginning of the lesson that effectively engages all students' attention and focuses their thoughts on the learning objective(s). Your Essential Question encourages students to put forth more effort when faced with a complex, open-ended, challenging, meaningful and authentic questions.</p> <p>Have students:</p> <ul style="list-style-type: none"> <li>• Observe a scenario or process</li> <li>• Listen to a story</li> <li>• Predict an outcome</li> <li>• Inspect a machine, tool, part or instrument</li> <li>• Assess prior knowledge</li> <li>• Review an external document (article, ad, interview or job application)</li> <li>• Connect learning objectives to prior knowledge, experiences, observations, feelings, or situations in their daily lives both inside and outside of school</li> </ul>	<p><b>Connecting Prior Knowledge:</b></p> <p>Students will analyze connections between music and the weather.</p> <p><b>Guiding Questions:</b> How can musical environments be interpreted differently by people?</p>
<p><b>2. Lecture</b>  <b>Discover/Explain</b>        The teacher provides the basic information needed for students to gain the knowledge or skill through brief, direct instruction.</p> <p>Teacher might:</p> <ul style="list-style-type: none"> <li>• State learning objectives of the day in easy, accessible language; display standards and objectives</li> <li>• Introduce/review vocabulary terms</li> <li>• Identify how students will be assessed</li> <li>• Provide detailed overview of skill or process</li> <li>• Induce curiosity and suspense</li> <li>• Incorporate multimedia and technology</li> <li>• Illuminate where this skill/info is applied in the field</li> <li>• Connect standards to real-world and help students "make sense" of the content</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>• Build on experiences and background knowledge</li> <li>• Organize information</li> <li>• Incorporate literacy strategies through teacher prepared, interactive, or combination note taking (graphic organizers)</li> </ul>	<p>Whole Group:</p> <p><b>Activity/Song Title A: "Weather in Mendelssohn's Italian Symphony"</b></p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Teacher will play a clip of the Italian Symphony on Computer (example: <a href="https://youtu.be/GoVoOv41m6g">https://youtu.be/GoVoOv41m6g</a>)</li> <li>• Students will follow teacher into the room, walking to the steady beat of the song (if students are already at their seat, students will walk in place to steady beat)</li> <li>• Students follow the teachers movements as the teacher rotates between walking to the microbeat and moving to the macrobeat. Teacher may then encourage students to rotate between doing the same thing as the teacher when walking and doing something different from the teacher when doing non-locomotor movement in place.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will mirror and/or improvise with teacher until end of except, then have a seat</li> <li>• Students will describe the music they heard, while teacher writes student descriptions on board</li> <li>• Students will describe the movements they did when mirroring the teacher, and the movements they did when they were told to do something different from the teacher</li> <li>• Teacher will compile descriptions into a Venn diagram of teacher-led movements and student-generated movements</li> <li>• Teacher will explain how interpretation plays a role in making individual and group-based choices in music and in understanding the weather. Teacher will connect the idea of interpretation into the objective of the lesson (describing the role of interpretation in music and the weather).</li> </ul>
<p><b>3. Demo/Modeling: I DO</b> This part of the Discover/Explain process provides students with proficient modeling by the teacher.</p> <p>Teacher should:</p> <ul style="list-style-type: none"> <li>• Explain critical aspects moving from basic to complex</li> <li>• Reinforce understanding through labeling, categorizing, explaining, comparing</li> <li>• Balance talking with showing</li> <li>• Provide student with choices</li> <li>• Identify real application of skill in workplace</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>• Follow along closely and ask questions</li> <li>• Take notes or diagram a sequence</li> <li>• Follow along or perform steps themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher offers explanation of interpreting music and weather (example: "Have you ever lived or visited somewhere outside of Wisconsin or Minnesota? What if you wanted to tell someone about the weather where you lived or visited, but that person had never been there? How would you help them to understand what it was like? Mendelssohn lived in Italy for a while, and he wanted his listeners to know what it felt like to live in Italy, so he wrote music as a way to describe the climate. He was so determined to get his message across that he kept rewriting it!")</li> <li>• While students discuss their experiences in different places, the teacher will post a variety of landscapes on the board depicting a variety of weather conditions.</li> </ul>
<p><b>4. Checking Understanding</b> <b>Formative Assessment</b></p>	<ul style="list-style-type: none"> <li>• Teacher reminds students of the list of words they used in connecting musical expression to weather.</li> </ul>

<p>Continuous monitoring of whether or not a student "got it"</p> <p>Teacher should:</p> <ul style="list-style-type: none"> <li>Summarize process or knowledge</li> <li>Ask questions that go beyond recall</li> <li>Clarify expectations and allow students to redo</li> </ul> <p>Students Should:</p> <ul style="list-style-type: none"> <li>Know their roles in grouping arrangements (either as whole class, small groups, pairs, individual, etc.)</li> <li>Be held accountable for their work</li> </ul>	<ul style="list-style-type: none"> <li>Students will individually compare and contrast connections between musical expression and weather (i.e. tremolos can simulate wind and rain, staccatos can be used to imitate bird calls, etc.)</li> </ul>
<p><b>5. Guided Practice (Group Work or Lab): WE DO</b></p> <p>An opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the teacher's direct supervision and support.</p> <p>Teacher should:</p> <ul style="list-style-type: none"> <li>Give oral/written feedback that is focused and frequent</li> <li>Circulate, support engagement, and monitor student work</li> <li>Monitor and adjust instruction based on student feedback Guide whole group</li> <li>Remind students of required elements for summative assessment; clarify expectations</li> <li>Target and build on one or more dimensions of the Competency Attainment Rubric Categories</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>Go through all steps of the process or items to be learned</li> <li>Have assistance from teacher and solve routine and authentic problems</li> <li>Generate a variety of ideas and alternatives</li> <li>Analyze problems from multiple perspectives</li> <li>Self assess and monitor own learning</li> </ul>	<p>Small Groups:</p> <p><b>Activity/Song Title B: "Interpreting Musical Depictions of Weather"</b></p> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>Teacher will select a set of instruments to play for students and place four pictures of landscapes depicting different kinds of weather on the board (have at least one picture depicting a blue sky, as this is the one that most closely represents Mendelssohn's interpretation of the first movement).</li> <li>The teacher will play an interpretation of one of the pieces.</li> <li>Students will list musical elements in the piece that they notice as the teacher plays</li> <li>Students will deliberate on which picture they believe the teacher is depicting through the music and will justify their answer</li> <li>The teacher will identify whether the students chose the same piece as the teacher, and why the teacher made that particular choice</li> <li>Repeat these steps as needed until consistency is established in choices</li> </ul>



**6. Independent Practice (Lab): YOU DO**

To help students reach proficiency, next is reinforcement practice. Applies knowledge to new situations to complete a relevant project (this may happen in class or in extended time such as homework).

Teachers should:

- Define proficiency and mastery
- Provide assistance materials such as safety posters, etc.
- Provide clear expectations for performance, timelines, evaluation elements (rubric), etc...
- Provide regular opportunities to accommodate individual student needs; Sometimes provide differentiated instructional methods and content
- Measure student performance in more than three ways (in the form of a project, experiment, presentation, essay, short answer, or multiple choice test)
- Collect evidence that most students demonstrate mastery of the objective

Students should:

- Work independently
- Have less direct guidance and intervention as deemed safe and appropriate
- Use their notes and materials to assist with recall and performance
- Problem solve and monitor their own learning gaps in relation to what will be expected of them on the summative assessment

Individual:

**Activity/Song Title C: "Connecting Music to Weather (Independent practice)"**

**Process:**

- Students will break into small groups, each receiving instruments (or they may use body percussion).
- One student will play an interpretation of one of the pieces while the others listen for musical elements.
- The one(s) listening will deliberate on which picture they believe the one playing is depicting through the music and will justify their answer
- The one playing will identify whether the students chose the same piece, and why the one playing made that particular choice
- Rotate, allowing the listener(s) to play, and vice-versa.

**RESULT:**

After everyone has been both a listener and a player, students should listen to Mendelssohn's Italian Symphony and individually choose which piece they believe best fits best (Mendelssohn's intention was to depict a blue sky in the first movement), and justify their answers.

**7. Closure**

Designed to help students bring things together.

Teachers should:

- Provide informal review of proficiency and determine if gaps exist on behalf of individuals and/or class
- Review standards and objectives covered
- Remind what this is leading up to

As students prepare for dismissal, they will answer teacher's questions, such as, "How can musical depictions of the weather be interpreted differently, and why?"



<p>Students should:</p> <ul style="list-style-type: none"> <li>• Assess their own performance/learning (in groups, pairs or individually)</li> <li>• Individually review steps, procedures, information to increase performance</li> <li>• Connect content to powerful questions or ideas</li> </ul>	
<p><b>8. Assessment</b> Students provide evidence of their proficiency.</p> <p>Teachers should:</p> <ul style="list-style-type: none"> <li>• Assess knowledge/skills for each individual student</li> <li>• Provide feedback in accordance with rubric and/or expectations for performance</li> <li>• Look for ways to exhibit student work beyond the classroom for authentic feedback</li> </ul> <p>Students should:</p> <ul style="list-style-type: none"> <li>• Organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it</li> <li>• Use practical thinking by applying and implementing what they learn in real-life scenarios</li> <li>• Draw conclusions, make generalizations, and produce arguments that are supported through extended writing</li> <li>• Model appropriate soft skills, ethical and occupational safety behaviors</li> <li>• Identify gaps in learning by self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Students will individually interpret different kinds of weather through the performance of instruments and/or body percussion.</li> <li>• Students will be assessed on the consistency of their interpretations and selections.</li> <li>• Students will be assessed on their weather identification of Mendelssohn's 1<sup>st</sup> movement of the Italian Symphony, along with their text-based explanations in justifying their choices.</li> </ul>
<p><b>Scaffolding Extensions</b> <b>(modifications provided to IEP or GT students)</b></p>	<p><i>differentiation, anticipation of students' misconceptions, students guiding their learning, accommodations/modifications, extension of knowledge, scaffolding where appropriate, whole group, small groups</i></p>