Duluth Superior Symphony Orchestra

Quality Lesson Components	My Lesson
Lesson Title	**Strauss – "Thunder and Lightning" and "Sunrise"**
Lesson Plan Overview / Details Summary of the task, challenge, investigation, career-related scenario, problem, or community link	Students will evaluate musical articulations of the weather.
Program of Study:	Music
Approximate Time	Approx. 25 min.
Anchor Standard	Anchor Standard 9: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
College and Career Readiness/Literacy Standards	CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CCSS.ELA-Literacy.CCRA.L.3 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. CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. CCSS.ELA-Literacy.RL.6.7 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.

Objectives and Goals	By the end of the lesson, students should evaluate musical interpretations of weather.
1. Hook/Set **Getting Started/Essential Question** 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. Have students: • Observe a scenario or process • Listen to a story • Predict an outcome • Inspect a machine, tool, part or instrument • Assess prior knowledge • Review an external document (article, ad, interview or job application) • Connect learning objectives to prior knowledge, experiences, observations, feelings, or situations in their daily lives both inside and outside of school	**Connecting Prior Knowledge:** Students will analyze connections between music and the weather. **Guiding Questions:** How can musical interpretations of the weather be evaluated?
2. Lecture **Discover/Explain** The teacher provides the basic information needed for students to gain the knowledge or skill through brief, direct instruction. Teacher might: • State learning objectives of the day in easy, accessible language; display standards and objectives • Introduce/review vocabulary terms • Identify how students will be assessed • Provide detailed overview of skill or process • Induce curiosity and suspense • Incorporate multimedia and technology • Illuminate where this skill/info is applied in the field • Connect standards to real-world and help students "make sense" of the content Students should: • Build on experiences and background knowledge • Organize information • Incorporate literacy strategies through teacher	Whole Group: **Activity/Song Title A: "Weather in Strauss' "Thunder and Lightning"** **Process:** • Teacher will play a clip of the Thunder and Lightning Polka on Computer (example: https://youtu.be/WJdCScJAzfQ) • 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 • 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

prepared, interactive, or combination note taking (graphic organizers)

different from the teacher when doing non-locomotor movement in place. Teacher may also pass the leading to a student whom everyone will copy, that student will pass it to the next students, and so on.

- Students will mirror the teacher, mirror each other, and/or improvise until end of except, then have a seat

- Students will describe the music they heard the movements they performed, and why they made those selections, while teacher writes student descriptions on board

- Teacher will ask students why they think that some of their descriptions were similar, even if they all made up their own movements, students will respond, teacher will document list of reasons

- Teacher will explain how evaluation plays a role in finding common language surrounding our interpretations of the weather and music. Teacher will connect the idea of evaluation into the objective of the lesson (evaluating musical interpretations of the weather).

3. Demo/Modeling: I DO
 This part of the Discover/Explain process provides students with proficient modeling by the teacher.

Teacher should:

- Explain critical aspects moving from basic to complex
- Reinforce understanding through labeling, categorizing, explaining, comparing
- Balance talking with showing
- Provide student with choices
- Identify real application of skill in workplace

Students should:

- Follow along closely and ask questions
- Take notes or diagram a sequence
- Follow along or perform steps themselves

- Teacher offers explanation of interpreting music and weather (example: "Have you ever listened to someone talk about a storm? What words would be necessary to understand what kind of storm they were talking about? For example, if I said, 'It was storming in Wyoming yesterday,' would you know what kind of precipitation was in the ground. What criteria would help you to know what kind of storm I am talking about?")

- Ask students to write a list of criteria for evaluating the qualities of a storm.

- Follow up on this discussion (example: "How might it help if I used words like "thunder and lightning?" Strauss used these words to describe his polka, but that was not the only

	way he got his message across. What else did he do? This is what we are going to think about today.")
4. Checking Understanding **Formative Assessment** Continuous monitoring of whether or not a student "got it" Teacher should: • Summarize process or knowledge • Ask questions that go beyond recall • Clarify expectations and allow students to redo Students Should: • Know their roles in grouping arrangements (either as whole class, small groups, pairs, individual, etc.) • Be held accountable for their work	• Teacher reminds students of the list of words they used in connecting, analyzing, and interpreting musical expression in conjunction with weather. • Students will work in small groups to interpret the ways that Strauss used "Thunder and Lightning Polka" to get his message across (i.e. crashing cymbals for the lightning, rolling bass drums for the thunder, rolling snare for the heavy rain, legato clarinets for the lighter rain, etc.). Students will share out their interpretations.
5. Guided Practice (Group Work or Lab): WE DO 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. Teacher should: • Give oral/written feedback that is focused and frequent • Circulate, support engagement, and monitor student work • Monitor and adjust instruction based on student feedback Guide whole group • Remind students of required elements for summative assessment; clarify expectations • Target and build on one or more dimensions of the Competency Attainment Rubric Categories Students should: • Go through all steps of the process or items to be learned • Have assistance from teacher and solve routine and authentic problems • Generate a variety of ideas and alternatives • Analyze problems from multiple perspectives • Self assess and monitor own learning	Small Groups: **Activity/Song Title B: "Evaluating Musical Depictions of Weather"** **Process:** Teacher will prepare a recording of "Sunrise" ([Strauss' Sunrise as shown in Kubrick's *2001 A Space Odyssey* (1968)](#)) • Teacher and students will collaborate to determine a criteria for determining how clear a piece is in conveying a type of weather, from least clear to most clear • Students will listen to "Sunrise," infer what kind of weather they think it conveys, and discuss with one another • The teacher will identify the title of the piece • Students will deliberate with teacher on which criterion they wish to assign to the piece and why

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: "Evaluation and Interpretation of Music and Weather"** **Process:** • Students will break into small groups. Students will create interpretations of "Sunrise" using movement to depict the piece and the weather (if examples are needed, see Strauss' Sunrise interpreted through movement (VerSteegt, 2020) • Students will self-evaluate the clarity of their work. RESULT: Each group will share their movement interpretation of the piece. Students will provide feedback affirming what criteria they demonstrated in conveying the music and the weather.
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 Students should: • Assess their own performance/learning (in groups, pairs or individually) • Individually review steps, procedures, information to increase performance	As students prepare for dismissal, they will answer teacher's questions, such as, "How can musical depictions of the weather be evaluated?

• Connect content to powerful questions or ideas	
8. Assessment Students provide evidence of their proficiency. Teachers should: • Assess knowledge/skills for each individual student • Provide feedback in accordance with rubric and/or expectations for performance • Look for ways to exhibit student work beyond the classroom for authentic feedback Students should: • Organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it • Use practical thinking by applying and implementing what they learn in real-life scenarios • Draw conclusions, make generalizations, and produce arguments that are supported through extended writing • Model appropriate soft skills, ethical and occupational safety behaviors • Identify gaps in learning by self-evaluation	• Students will collectively establish criteria for evaluating different kinds of musical interpretations of weather • Students will be assessed on their ability to evaluate using the criteria they developed.
Scaffolding Extensions **(modifications provided to IEP or GT students)**	*differentiation, anticipation of students' misconceptions, students guiding their learning, accommodations/modifications, extension of knowledge, scaffolding where appropriate, whole group, small groups*