



Quality Lesson Components	My Lesson
Lesson Title	Beethoven – Symphony No. 6 (Pastoral)
Lesson Plan Overview / Details Summary of the task, challenge, investigation, career-related scenario, problem, or community link	Students will listen to, analyze, compare and contrast two musical depictions of differing weather events.
Program of Study:	Music
Approximate Time	Approx. 25 min.
Anchor Standard	Anchor Standard 7b: Analyze how the structure and context of varied musical works inform the response.
College and Career Readiness/Literacy Standards	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>



<p>Objectives and Goals</p>	<p>By the end of the lesson, students should analyze music to compare and contrast weather-related events.</p>
<p>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.</p> <p>Have students:</p> <ul style="list-style-type: none"> • 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 	<p>Connecting Prior Knowledge:</p> <p>Students will share connections between music and the weather.</p> <p>Guiding Questions: How can music be used to compare and contrast two weather events?</p>
<p>2. Lecture Discover/Explain 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"> • 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 <p>Students should:</p> <ul style="list-style-type: none"> • Build on experiences and background knowledge • Organize information • Incorporate literacy strategies through teacher 	<p>Whole Group:</p> <p>Activity/Song Title A: "Weather in Beethoven's Pastoral Symphony"</p> <p>Process:</p> <ul style="list-style-type: none"> • Teacher will play clips of Symphony No. 6 on Computer (example: https://www.youtube.com/watch?v=-koZBg0iOrw) • 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 stopping to do mirror movement • Students will mirror teacher until end of except,

<p>prepared, interactive, or combination note taking (graphic organizers)</p>	<p>then have a seat</p> <ul style="list-style-type: none"> • Students will describe the music they heard, while teacher writes student descriptions on board • Teacher will write Beethoven's interpretation: • Students will read Beethoven's description of each movement (Movement 1: <i>"Awakening of cheerful feelings upon arrival in the countryside,"</i> Movement 2: <i>"Scene By the Brook,"</i> Movement 3: <i>"Merry gathering of country folk,"</i> Movement 4: <i>"Shepherd's song. Happy and thankful feelings after the storm."</i>) • Students will compare and contrast their interpretation to Beethoven's • Teacher will explain how comparing and contrasting will connect into the objective of the lesson (describing how music can be used to comparing and contrast weather events)
<p>3. Demo/Modeling: I DO 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"> • 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 <p>Students should:</p> <ul style="list-style-type: none"> • Follow along closely and ask questions • Take notes or diagram a sequence • Follow along or perform steps themselves 	<ul style="list-style-type: none"> • Teacher offers explanation of changing music and weather (example: "Imagine a time that you were outside and you were playing your favorite game with your friends. How did you feel? Now, have you ever been outside on the playground, when suddenly, it started pouring outside? What happened? How did that sudden change make you feel? What was it like when the storm ended? How did you feel? Beethoven thought a lot about both the weather and feelings when he wrote the pastoral symphony. • While students discuss their experiences during and after a storm, the teacher will make a Venn diagram depicting how the students' experiences with both events compared and contrasted.
<p>4. Checking Understanding Formative Assessment</p>	<ul style="list-style-type: none"> • Teacher reminds students of the list of words they created for describing the weather in the previous lesson

<p>Continuous monitoring of whether or not a student "got it"</p> <p>Teacher should:</p> <ul style="list-style-type: none"> Summarize process or knowledge Ask questions that go beyond recall Clarify expectations and allow students to redo <p>Students Should:</p> <ul style="list-style-type: none"> Know their roles in grouping arrangements (either as whole class, small groups, pairs, individual, etc.) Be held accountable for their work 	<ul style="list-style-type: none"> Students will individually describe connections between musical expression and weather (i.e. tremolos can simulate wind and rain, staccatos can be used to imitate bird calls, etc.)
<p>5. Guided Practice (Group Work or Lab): WE DO</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"> 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 <p>Students should:</p> <ul style="list-style-type: none"> 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 	<p>Small Groups:</p> <p>Activity/Song Title B: "Connecting Music to Weather"</p> <p>Process:</p> <ul style="list-style-type: none"> Students will choose one of Beethoven's movements to analyze together (movement 4 or 5) Students will list musical elements in the piece that they noticed Students will describe what kinds of weather come to mind when they listened Students will compare and contrast their answers with the title of the movement and/or other interpretations (such as the interpretation in Disney's <i>Fantasia</i>)



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 Nature (Independent practice)"

Process:

- Students will each receive a copy with one side of the Venn diagram filled out with the musical/weather descriptions of the movement the class listened to in the previous section of this lesson.
- Students will listen to the remaining movement and fill out their musical and weather-related descriptions of the movement
- Students will look at the two circles in their Venn diagram and search for points of connection between the two pieces (as applicable)
- Students will share out their points of comparing and contrasting

RESULT:

Each student group should provide descriptions that are consistent with what was conveyed by Beethoven and/or the performers of the excerpts.

If any Venn Diagrams have areas that are blank, allow time for students to share ideas with one another, or to justify their reasoning for leaving a section blank.

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)

As students prepare for dismissal, they will answer teacher's questions, such as, "How can music be used to compare and contrast two different weather events?"

<ul style="list-style-type: none"> • Individually review steps, procedures, information to increase performance • Connect content to powerful questions or ideas 	
<p>8. Assessment Students provide evidence of their proficiency.</p> <p>Teachers should:</p> <ul style="list-style-type: none"> • 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 <p>Students should:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Students will individually compare and contrast musical elements in relation to the weather. • Students will be assessed on their identification and comparing and contrasting of musical elements in relation to the corresponding movements, along with their text-based explanations in justifying their choices.
<p>Scaffolding Extensions (modifications provided to IEP or GT students)</p>	<p><i>differentiation, anticipation of students' misconceptions, students guiding their learning, accommodations/modifications, extension of knowledge, scaffolding where appropriate, whole group</i></p>