

DPSCD Lesson Plan

Teacher Name: Markita Moore

Grades: K-8th

Unit: Afro-Brazilian Music and Culture L.1

Title: Introduction to Brazil & Afro-Brazilian Music

Subject/Class: General Music/Music Appreciation

Date(s): Sept. 9th-7th, 2018

Pace: 50min

Bloom's Taxonomy	Alignment to DPSCD Curriculum Framework
Evaluation Synthesis Analysis Application Comprehension Knowledge	Utilize musical elements (rhythm, melody, harmony, timbre, and form) to compare and contrast music from various historical periods and cultures.

Standards and Objectives

List the standard(s) in kid-friendly language and with the descriptor (e.g. Students will add and subtract fractions with unlike denominators ([.5.NF.A.1](#))).

Michigan State Music Standards

KINDERGARTEN

PERFORM

Standard 1: Apply skills and knowledge to perform in the arts.

ART.M.I.K.1 Demonstrate uses of the voice, proper instrumental technique, and steady beat.

ART.M.I.K.2 Sing and play music from a variety of styles and cultures.

ART.M.I.K.3 Sing and play expressively utilizing extreme opposites of dynamics and interpretation.

ART.M.I.K.4 Sing melodies with confidence in a large group.

ART.M.I.K.5 Follow cues of the conductor to begin and for a cut-off.

ART.M.I.K.6 Play a steady beat.

ART.M.I.K.7 Replicate short rhythmic and melodic patterns.

ART.M.I.K.8 Play a steady beat in a group while other students sing a song.

ANALYZE

Standard 3: All students will analyze, describe, and evaluate works of art.

ART.M.III.K.1 Identify echo songs and recognize the same and different sections of the music when presented aurally.

ART.M.III.K.2 Use invented or standard notation to transcribe increasingly difficult rhythms and melodies.

ART.M.III.K.3 Describe the music performed and presented in kindergarten by moving, drawing, or through other appropriate responses.

ART.M.III.K.4 Introduce music vocabulary emphasizing opposites; i.e. fast and slow, loud and soft.

ART.M.III.K.5 Categorize the timbre of non-pitched percussion instruments. Identify male, female, and children's voices.

ART.M.III.K.6 Devise student-created criteria for objective evaluation of performances and compositions.

ART.M.III.K.7 Identify and support personal reactions to a musical selection.

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

ART.M.IV.K.2 Describe how elements of music are used in examples from world cultures, using music performed and presented in kindergarten.

GRADE 8

PERFORM

Standard 1: Apply skills and knowledge to perform in the arts.

ART.M.I.8.1 Sing and play, with expression and technical accuracy, a diverse repertoire of vocal and instrumental literature, with and without notation, including selections performed from memory.

ART.M.I.8.2 Sing an ostinato.

ART.M.I.8.3 Sing and play accurately as a soloist, and in both small and large ensembles, with appropriate technique and breath control.

ANALYZE

Standard 3: Analyze, describe, and evaluate works of art.

ART.M.III.8.1 Identify and describe specific musical elements and events in a given aural example, using appropriate terminology.

ART.M.III.8.2 Analyze the uses of musical elements in aural examples from diverse genres and cultures.

ART.M.III.8.3 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions through analysis.

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

ART.M.IV.8.1 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

ART.M.IV.8.3 Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.

ANALYZE AND MAKE CONNECTIONS

Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

Assessment

Summative & Formative Assessments, Performance Task(s) & Other Evidence (i.e. Pre-assessments, Unit Tests, Quizzes, Essays, Exit Tickets, and CFUs)

- 1. Pre-assessment** - Entry ticket assessing prior knowledge of geographic location of Brazil and the culture of its people.
- 2. Formative assessments** - Formative assessments occur throughout the lesson using a variety of methods: partner peer evaluation, oral and written teacher-assessed spot checks.
- 3. Performance Tasks** - Individual, small and whole group performance tasks
- 4. Summative assessment** - Summative assessment includes performance tasks, written responses and oral/written reflection and self-assessment.

Instructional Learning Plan

Learning Activities: (Brief summary & description of how you will orchestrate instructional best practices during this lesson to ensure student mastery i.e. *Differentiated Instruction, Marzano, Madeline Hunter etc.*)

Learning Activities include: learning by rote (teacher and student scaffolding); music and movement activities; visual input on projector, recordings played on cd, and demonstrated by teacher.

Procedure:

- 1- Greeting
- 2- Entry ticket pre-assessment on Brazil and its culture
- 3- Video clip #1 - Brazil geography for kids: https://www.youtube.com/watch?v=Z_MJZtR3n0I
- 4- Formative assessment: Peer assessment. Write down the number of states in the country of Brazil.
- 5- 3- Introduce vocabulary:

Obrigada

Portuguese

Tambor

- 6- Formative assessment. Students partner and use each vocabulary word in a sentence, switching partners three times until they have used each of the vocabulary words.
- 7- Exit ticket: Individual assessment. Each student explains what they learned about Brazil's geography and uses the vocabulary words in sentences.

Blended Learning Connection: (List the digital resources that will be used. Digital activities should be aligned to the standard(s). Explain how students will be held accountable online i.e. exit activity)

Youtube video providing additional graphic and audio demonstration will be shown on the projector

Strategic Teacher-Led Small Groups: (Explain the scaffolded instruction for each group)

Extended Learning:

Students will explore and describe the timbre of instruments in one of their favorite songs.

Lesson Accommodations: (Special needs and gifted)

Special needs addressed as needed.

What will you do if students do not understand? (List intervention strategies)

I will teach the lesson using a different method until I find one that works for each child.

- Instructional match
- Scaffolding
- Step-by-step
- Modeling and demonstration
- Performance feedback
- Drill and practice
- Peer-to-peer talk- through
- Periodic review
- Progress monitoring

Lesson Closure:

Recap elements learned. Exit ticket: individual assessment

Reflection:

DPSCD Lesson Plan

Teacher Name: Markita Moore

Grades: K-8th

Unit: Afro-Brazilian Music and Culture L.2

Title: Congada Music and Culture of the Arturos Quilombolas

Subject/Class: General Music/Music Appreciation

Date(s): Sept. 10th-14, 2018

Pace: 50min

Bloom's Taxonomy	Alignment to DPSCD Curriculum Framework
Evaluation Synthesis Analysis Application Comprehension Knowledge	Utilize musical elements (rhythm, melody, harmony, timbre, and form) to compare and contrast music from various historical periods and cultures.

Standards and Objectives

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Michigan State Music Standards

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ART.M.I.K.6 Play a steady beat.

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ART.M.I.K.8 Play a steady beat in a group while other students sing a song.

ANALYZE

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ART.M.III.K.3 Describe the music performed and presented in kindergarten by moving, drawing, or through other appropriate responses.

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ART.M.III.K.6 Devise student-created criteria for objective evaluation of performances and compositions.

ART.M.III.K.7 Identify and support personal reactions to a musical selection.

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

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GRADE 8

PERFORM

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ANALYZE AND MAKE CONNECTIONS

Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

Assessment

Summative & Formative Assessments, Performance Task(s) & Other Evidence (i.e. Pre-assessments, Unit Tests, Quizzes, Essays, Exit Tickets, and CFUs)

- 1. Pre-assessment** - Entry ticket assessing prior knowledge of geographic location of Brazil and the culture of its people.
- 2. Formative assessments** - Formative assessments occur throughout the lesson using a variety of methods: partner peer evaluation, oral and written teacher-assessed spot checks.
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Instructional Learning Plan

Learning Activities: (Brief summary & description of how you will orchestrate instructional best practices during this lesson to ensure student mastery i.e. *Differentiated Instruction, Marzano, Madeline Hunter etc.*)

Learning Activities include: learning by rote (teacher and student scaffolding); music and movement activities; visual input on projector, recordings played on cd, and demonstrated by teacher.

Procedure:

- 1- Greeting
- 2- Entry ticket pre-assessment: "What is a Quilombo?"
- 3- Introduction to Quilombos, Quilombolas, Arturos of Minas Gerais, BR (descendants from Congo and Mozambique). Use large continental map. Show photo slideshow from 2018 Fulbright trip to Arturos Quilombo.
- 4- Formative assessment 1: Peer to peer Q&A. "What is a Quilombo?" Discuss with partner what they have learned so far (older students should write their thoughts down.)
- 5- Whole group review of Q&A
- 6- Video clip #1 - Clip from from Traditional Congodo Processional w/ Arturos Quilombolas:
https://www.youtube.com/watch?v=oIMG8Dq6_S8
- 7- Introduce vocabulary (adjust amount of vocab for age group):
 - Quilombo**
 - Quilombolas**
 - Processional**
 - Caixa**
 - Shakere**
 - Congada**
- 6- Performance task: Each student gets an instrument to form our class processional in the traditional style of the Arturos Quilombolas. Use your own versions of caixas, shakers, and ankle shakers. Teach the rhythm and the chant. Have your own processional
- 7- Exit ticket: Individual assessment based on age group. Define vocabulary terms in complete sentences.

Blended Learning Connection: (List the digital resources that will be used. Digital activities should be aligned to the standard(s). Explain how students will be held accountable online i.e. exit activity)

Youtube video providing additional graphic and audio demonstration will be shown on the projector.

Strategic Teacher-Led Small Groups: (Explain the scaffolded instruction for each group)

Extended Learning:

Students will explore and describe the timbre of instruments in one of their favorite songs.

Lesson Accommodations: (Special needs and gifted)

Special needs addressed as needed.

What will you do if students do not understand? (List intervention strategies)

I will teach the lesson using a different method until I find one that works for each child.

- Instructional match
- Scaffolding
- Step-by-step
- Modeling and demonstration
- Performance feedback
- Drill and practice
- Peer-to-peer talk- through
- Periodic review
- Progress monitoring

Lesson Closure:

Recap elements learned. Exit ticket: individual assessment

Reflection:

DPSCD Lesson Plan

Teacher Name: Markita Moore
Grades: K-8th
Unit: Afro-Brazilian Music and Culture L.3
Title: A Grande Borboleta
Subject/Class: General Music/Music Appreciation
Date(s): Sept. 17th-21st, 2018
Pace: 50min

Bloom's Taxonomy	Alignment to DPSCD Curriculum Framework
Evaluation Synthesis Analysis Application Comprehension Knowledge	Utilize musical elements (rhythm, melody, harmony, timbre, and form) to compare and contrast music from various historical periods and cultures.

Standards and Objectives
<p>List the standard(s) in kid-friendly language and with the descriptor (e.g. Students will add and subtract fractions with unlike denominators (.5.NF.A.1)).</p> <p style="text-align: center;">Michigan State Music Standards</p> <hr/> <p style="text-align: center;">KINDERGARTEN</p> <p><u>PERFORM</u> Standard 1: Apply skills and knowledge to perform in the arts.</p> <p>ART.M.I.K.1 Demonstrate uses of the voice, proper instrumental technique, and steady beat.</p> <p>ART.M.I.K.2 Sing and play music from a variety of styles and cultures.</p> <p>ART.M.I.K.3 Sing and play expressively utilizing extreme opposites of dynamics and interpretation.</p> <p>ART.M.I.K.4 Sing melodies with confidence in a large group.</p> <p>ART.M.I.K.5 Follow cues of the conductor to begin and for a cut-off.</p> <p>ART.M.I.K.6 Play a steady beat.</p>

ART.M.I.K.7 Replicate short rhythmic and melodic patterns.

ART.M.I.K.8 Play a steady beat in a group while other students sing a song.

ANALYZE

Standard 3: All students will analyze, describe, and evaluate works of art.

ART.M.III.K.1 Identify echo songs and recognize the same and different sections of the music when presented aurally.

ART.M.III.K.2 Use invented or standard notation to transcribe increasingly difficult rhythms and melodies.

ART.M.III.K.3 Describe the music performed and presented in kindergarten by moving, drawing, or through other appropriate responses.

ART.M.III.K.4 Introduce music vocabulary emphasizing opposites; i.e. fast and slow, loud and soft.

ART.M.III.K.5 Categorize the timbre of non-pitched percussion instruments. Identify male, female, and children's voices.

ART.M.III.K.6 Devise student-created criteria for objective evaluation of performances and compositions.

ART.M.III.K.7 Identify and support personal reactions to a musical selection.

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

ART.M.IV.K.2 Describe how elements of music are used in examples from world cultures, using music performed and presented in kindergarten.

GRADE 8

PERFORM

Standard 1: Apply skills and knowledge to perform in the arts.

ART.M.I.8.1 Sing and play, with expression and technical accuracy, a diverse repertoire of vocal and instrumental literature, with and without notation, including selections performed from memory.

ART.M.I.8.2 Sing an ostinato.

ART.M.I.8.3 Sing and play accurately as a soloist, and in both small and large ensembles, with appropriate technique and breath control.

ANALYZE

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ART.M.III.8.1 Identify and describe specific musical elements and events in a given aural example, using appropriate terminology.

ART.M.III.8.2 Analyze the uses of musical elements in aural examples from diverse genres and cultures.

ART.M.III.8.3 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions through analysis.

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

ART.M.IV.8.1 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

ART.M.IV.8.3 Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.

ANALYZE AND MAKE CONNECTIONS

Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

Assessment

Summative & Formative Assessments, Performance Task(s) & Other Evidence (i.e. Pre-assessments, Unit Tests, Quizzes, Essays, Exit Tickets, and CFUs)

- 1. Pre-assessment** - Entry ticket assessing prior knowledge of geographic location of Brazil and the culture of its people.
- 2. Formative assessments** - Formative assessments occur throughout the lesson using a variety of methods: partner peer evaluation, oral and written teacher-assessed spot checks.
- 3. Performance Tasks** - Individual, small and whole group performance tasks
- 4. Summative assessment** - Summative assessment includes performance tasks, written responses and oral/written reflection and self-assessment.

Instructional Learning Plan

Learning Activities: (Brief summary & description of how you will orchestrate instructional best practices during this lesson to ensure student mastery i.e. *Differentiated Instruction, Marzano, Madeline Hunter etc.*)

Learning Activities include: learning by rote (teacher and student scaffolding); music and movement activities; visual input on projector, recordings played on cd, and demonstrated by teacher.

Materials

Paper & pen

Lyrics:

A grande borboleta
Leve numa asa a Lua
E o Sol na outra
E entre as duas a seta
A grande borboleta
Seja completa-
Mente solta

Procedure:

- 1- Greeting
- 2- Entry ticket pre-assessment: "What is a Borboleta?"
- 3- Introduction to song by singing the verse to students a capella.

- 4- Pass out worksheet with lyrics to the song. Each student writes the English translation next to the Portuguese. (Younger students can learn the translation by rote.)
- 5 - Highlight vocabulary terms (adjust amount for age group). Use .PPT with colorful pictures to reinforce vocabulary.

Borboleta

Lua

Sol

Grande

- 6- Formative assessment: oral vocabulary quiz (borboleta, lua, sol, grande).
- 7- Video clip #1 - A Grande Borboleta performed by Lu Horta. <https://www.youtube.com/watch?v=sQfN2JBP6Ow>
- 8- Performance task: Teach melody to class and sing the song together. Sing along with the video or teacher accompanies with guitar or piano.
- 9- Exit ticket: Individual assessment: Sing the first line of the song using correct pronunciation, pitch, and note value with 90% accuracy. Extend the lesson to learn the entire song in this manner.

Blended Learning Connection: (List the digital resources that will be used. Digital activities should be aligned to the standard(s). Explain how students will be held accountable online i.e. exit activity)

Youtube video providing additional graphic and audio demonstration will be shown on the projector

Strategic Teacher-Led Small Groups: (Explain the scaffolded instruction for each group)

Extended Learning:

Students will explore and describe the timbre of instruments in one of their favorite songs.

Lesson Accommodations: (Special needs and gifted)

Special needs addressed as needed.

What will you do if students do not understand? (List intervention strategies)

I will teach the lesson using a different method until I find one that works for each child.

- Instructional match
- Scaffolding
- Step-by-step
- Modeling and demonstration
- Performance feedback
- Drill and practice
- Peer-to-peer talk- through
- Periodic review
- Progress monitoring

Lesson Closure:

Recap elements learned. Exit ticket: individual assessment

Reflection:

DPSCD Lesson Plan

Teacher Name: Markita Moore

Grades: K-8th

Unit: Afro-Brazilian Music and Culture L.4

Title: Capoeira Angola

Subject/Class: General Music/Music Appreciation

Date(s): Sept. 24th-28th, 2018

Pace: 50min

Bloom's Taxonomy	Alignment to DPSCD Curriculum Framework
Evaluation Synthesis Analysis Application Comprehension Knowledge	Utilize musical elements (rhythm, melody, harmony, timbre, and form) to compare and contrast music from various historical periods and cultures.

Standards and Objectives

List the standard(s) in kid-friendly language and with the descriptor (e.g. Students will add and subtract fractions with unlike denominators ([.5.NF.A.1](#))).

Michigan State Music Standards

KINDERGARTEN

PERFORM

Standard 1: Apply skills and knowledge to perform in the arts.

ART.M.I.K.1 Demonstrate uses of the voice, proper instrumental technique, and steady beat.

ART.M.I.K.2 Sing and play music from a variety of styles and cultures.

ART.M.I.K.3 Sing and play expressively utilizing extreme opposites of dynamics and interpretation.

ART.M.I.K.4 Sing melodies with confidence in a large group.

ART.M.I.K.5 Follow cues of the conductor to begin and for a cut-off.

ART.M.I.K.6 Play a steady beat.

ART.M.I.K.7 Replicate short rhythmic and melodic patterns.

ART.M.I.K.8 Play a steady beat in a group while other students sing a song.

ANALYZE

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ART.M.III.K.1 Identify echo songs and recognize the same and different sections of the music when presented aurally.

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ART.M.III.K.5 Categorize the timbre of non-pitched percussion instruments. Identify male, female, and children's voices.

ART.M.III.K.6 Devise student-created criteria for objective evaluation of performances and compositions.

ART.M.III.K.7 Identify and support personal reactions to a musical selection.

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

ART.M.IV.K.2 Describe how elements of music are used in examples from world cultures, using music performed and presented in kindergarten.

GRADE 8

PERFORM

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Learning Activities include: learning by rote (teacher and student scaffolding); music and movement activities; visual input on projector, recordings played on cd, and demonstrated by teacher.

Procedure:

- 1- Greeting
- 2- Entry ticket pre-assessment: "Name an Afro-Brazilian art form that is a type of martial art and dance."
- 3- Video clip #1 - The Berimbau & Capoeira Angola - https://www.youtube.com/watch?v=V3xDH40f_jk
- 4- Make a roda on the floor and have students sit away from it.
- 5- Two students enter the roda and play capoeira. Students may not touch each other.
- 6 - Highlight vocabulary terms (adjust amount for age group). Use .PPT with colorful pictures to reinforce vocabulary.

Capoeira

**Roda
Berimbau
Toque**

- 7- Formative assessment: Students partner and define/describe/discuss vocabulary terms.
- 8- Performance task: Create Capoeira toques using available instruments (piano, guitar, tambourine, shaker).
- 9- Exit ticket: Individual assessment: Students define vocabulary terms.

Blended Learning Connection: (List the digital resources that will be used. Digital activities should be aligned to the standard(s). Explain how students will be held accountable online i.e. exit activity)

Youtube video providing additional graphic and audio demonstration will be shown on the projector

Strategic Teacher-Led Small Groups: (Explain the scaffolded instruction for each group)

Extended Learning:

Students will explore and describe the timbre of instruments in one of their favorite songs.

Lesson Accommodations: (Special needs and gifted)

Special needs addressed as needed.

What will you do if students do not understand? (List intervention strategies)

I will teach using a variety of methods in order to maximize learning potential in each child.

- Instructional match
- Scaffolding
- Step-by-step
- Modeling and demonstration
- Performance feedback
- Drill and practice
- Peer-to-peer talk- through
- Periodic review
- Progress monitoring

Lesson Closure:

Recap elements learned. Exit ticket: individual assessment

Reflection:

DPSCD Lesson Plan

Teacher Name: Markita Moore

Grades: K-8th

Unit: Afro-Brazilian Music and Culture L.5

Title: Bumba Meu Boi and Matraca Music

Subject/Class: General Music/Music Appreciation

Date(s): Oct. 1st-5th, 2018

Pace: 50min

Bloom's Taxonomy	Alignment to DPSCD Curriculum Framework
Evaluation Synthesis Analysis Application Comprehension Knowledge	Utilize musical elements (rhythm, melody, harmony, timbre, and form) to compare and contrast music from various historical periods and cultures.

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ART.M.III.K.5 Categorize the timbre of non-pitched percussion instruments. Identify male, female, and children's voices.

ART.M.III.K.6 Devise student-created criteria for objective evaluation of performances and compositions.

ART.M.III.K.7 Identify and support personal reactions to a musical selection.

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

ART.M.IV.K.2 Describe how elements of music are used in examples from world cultures, using music performed and presented in kindergarten.

GRADE 8

PERFORM

Standard 1: Apply skills and knowledge to perform in the arts.

ART.M.I.8.1 Sing and play, with expression and technical accuracy, a diverse repertoire of vocal and instrumental literature, with and without notation, including selections performed from memory.

ART.M.I.8.2 Sing an ostinato.

ART.M.I.8.3 Sing and play accurately as a soloist, and in both small and large ensembles, with appropriate technique and breath control.

ANALYZE

Standard 3: Analyze, describe, and evaluate works of art.

ART.M.III.8.1 Identify and describe specific musical elements and events in a given aural example, using appropriate terminology.

ART.M.III.8.2 Analyze the uses of musical elements in aural examples from diverse genres and cultures.

ART.M.III.8.3 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions through analysis.

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

ART.M.IV.8.1 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

ART.M.IV.8.3 Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.

ANALYZE AND MAKE CONNECTIONS

Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

Assessment

Summative & Formative Assessments, Performance Task(s) & Other Evidence (i.e. Pre-assessments, Unit Tests, Quizzes, Essays, Exit Tickets, and CFUs)

- 1. Pre-assessment** - Entry ticket assessing prior knowledge of geographic location of Brazil and the culture of its people.
- 2. Formative assessments** - Formative assessments occur throughout the lesson using a variety of methods: partner peer evaluation, oral and written teacher-assessed spot checks.
- 3. Performance Tasks** - Individual, small and whole group performance tasks
- 4. Summative assessment** - Summative assessment includes performance tasks, written responses and oral/written reflection and self-assessment.

Instructional Learning Plan

Learning Activities: (Brief summary & description of how you will orchestrate instructional best practices during this lesson to ensure student mastery i.e. *Differentiated Instruction, Marzano, Madeline Hunter etc.*)

Learning Activities include: learning by rote (teacher and student scaffolding); music and movement activities; visual input on projector, recordings played on cd, and demonstrated by teacher.

Materials:

- Matracas or sticks
- Pandieros or other nad drum

Procedure:

- 1- Greeting
- 2- Entry ticket pre-assessment: "What is a matraca?"
- 3- Video clip #1 - Bumba Meu Boi in Sao Luis (from 1:31-5:06): <https://youtu.be/9UHjHw5NEy4?t=1m31s>
- 4- Show photo slideshow from 2018 Fulbright Brazil GPA, explaining the different instruments
- 5- Show graphic of matraca rhythm #1 on projector.
- 6- Teacher demonstrates rhythm #1 and students follow.
- 7- Highlight vocabulary terms (adjust amount for age group). Use .PPT with colorful pictures to reinforce vocabulary.

Polyrhythms

- 8- Show graphic of matraca rhythm #2 on projector.
- 9- Teacher demonstrates matraca rhythm #2 and students follow.
- 10- Performance task: Divide class into two groups, assign group 1 rhythm #1 and group 2 rhythm #2. Attempt to play a polyrhythm starting with group q and adding group 2.
- 11- Formative assessment: Students partner and define/describe/discuss vocabulary term.
- 12- Extension performance task: Older students can learn and add matraca rhythm #3 and add pandeiro rhythms.
- 13- Exit ticket: Individual assessment: Students define vocabulary term.

Blended Learning Connection: (List the digital resources that will be used. Digital activities should be aligned to the standard(s). Explain how students will be held accountable online i.e. exit activity)

Youtube video providing additional graphic and audio demonstration will be shown on the projector

Strategic Teacher-Led Small Groups: (Explain the scaffolded instruction for each group)

Extended Learning:

Students will explore and describe the timbre of instruments in one of their favorite songs.

Lesson Accommodations: (Special needs and gifted)

Special needs addressed as needed.

What will you do if students do not understand? (List intervention strategies)

I will teach using a variety of methods in order to maximize learning potential in each child.

- Instructional match
- Scaffolding

- Step-by-step
- Modeling and demonstration
- Performance feedback
- Drill and practice
- Peer-to-peer talk- through
- Periodic review
- Progress monitoring

Lesson Closure:

Recap elements learned. Exit ticket: individual assessment

Reflection:

DPSCD Lesson Plan

Teacher Name: Markita Moore

Grades: K-8th

Unit: Afro-Brazilian Music and Culture L.6

Title: Sing it in Portuguese

Subject/Class: General Music/Music Appreciation

Date(s): Oct. 8th-12th, 2018

Pace: 50min

Bloom's Taxonomy	Alignment to DPSCD Curriculum Framework
Evaluation Synthesis Analysis Application Comprehension Knowledge	Utilize musical elements (rhythm, melody, harmony, timbre, and form) to compare and

contrast music from various historical periods and cultures.

Standards and Objectives

List the standard(s) in kid-friendly language and with the descriptor (e.g. Students will add and subtract fractions with unlike denominators ([.5.NF.A.1](#))).

Michigan State Music Standards

KINDERGARTEN

PERFORM

Standard 1: Apply skills and knowledge to perform in the arts.

ART.M.I.K.1 Demonstrate uses of the voice, proper instrumental technique, and steady beat.

ART.M.I.K.2 Sing and play music from a variety of styles and cultures.

ART.M.I.K.3 Sing and play expressively utilizing extreme opposites of dynamics and interpretation.

ART.M.I.K.4 Sing melodies with confidence in a large group.

ART.M.I.K.5 Follow cues of the conductor to begin and for a cut-off.

ART.M.I.K.6 Play a steady beat.

ART.M.I.K.7 Replicate short rhythmic and melodic patterns.

ART.M.I.K.8 Play a steady beat in a group while other students sing a song.

ANALYZE

Standard 3: All students will analyze, describe, and evaluate works of art.

ART.M.III.K.1 Identify echo songs and recognize the same and different sections of the music when presented aurally.

ART.M.III.K.2 Use invented or standard notation to transcribe increasingly difficult rhythms and melodies.

ART.M.III.K.3 Describe the music performed and presented in kindergarten by moving, drawing, or through other appropriate responses.

ART.M.III.K.4 Introduce music vocabulary emphasizing opposites; i.e. fast and slow, loud and soft.

ART.M.III.K.5 Categorize the timbre of non-pitched percussion instruments. Identify male, female, and children's voices.

ART.M.III.K.6 Devise student-created criteria for objective evaluation of performances and compositions.

ART.M.III.K.7 Identify and support personal reactions to a musical selection.

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

ART.M.IV.K.2 Describe how elements of music are used in examples from world cultures, using music performed and presented in kindergarten.

GRADE 8

PERFORM

Standard 1: Apply skills and knowledge to perform in the arts.

ART.M.I.8.1 Sing and play, with expression and technical accuracy, a diverse repertoire of vocal and instrumental literature, with and without notation, including selections performed from memory.

ART.M.I.8.2 Sing an ostinato.

ART.M.I.8.3 Sing and play accurately as a soloist, and in both small and large ensembles, with appropriate technique and breath control.

ANALYZE

Standard 3: Analyze, describe, and evaluate works of art.

ART.M.III.8.1 Identify and describe specific musical elements and events in a given aural example, using appropriate terminology.

ART.M.III.8.2 Analyze the uses of musical elements in aural examples from diverse genres and cultures.

ART.M.III.8.3 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions through analysis.

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

ART.M.IV.8.1 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

ART.M.IV.8.3 Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.

ANALYZE AND MAKE CONNECTIONS

Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

Assessment

Summative & Formative Assessments, Performance Task(s) & Other Evidence (i.e. Pre-assessments, Unit Tests, Quizzes, Essays, Exit Tickets, and CFUs)

- 1. Pre-assessment** - Entry ticket assessing prior knowledge of geographic location of Brazil and the culture of its people.
- 2. Formative assessments** - Formative assessments occur throughout the lesson using a variety of methods: partner peer evaluation, oral and written teacher-assessed spot checks.
- 3. Performance Tasks** - Individual, small and whole group performance tasks
- 4. Summative assessment** - Summative assessment includes performance tasks, written responses and oral/written reflection and self-assessment.

Instructional Learning Plan

Learning Activities: (Brief summary & description of how you will orchestrate instructional best practices during this lesson to ensure student mastery i.e. *Differentiated Instruction, Marzano, Madeline Hunter etc.*)

Learning Activities include: learning by rote (teacher and student scaffolding); music and movement activities; visual input on projector, recordings played on cd, and demonstrated by teacher.

Procedure:

- 1- Greeting
- 2- Entry ticket pre-assessment: "Can you translate a song to Portuguese?"
- 3- Teacher sings Row Row Row Your Boat in Portuguese
- 4- Kindergarten-4th grade students learn Row Row Row Your Boat in Portuguese (3rd and 4th grade should also write the translation on paper.
- 4a- 5th-8th grade students translate the **chorus** of one of their favorite (school appropriate) songs into portuguese.
- 5- Formative assessment: Teacher does small group spot-checks throughout the translation process.
- 6- Exit ticket: Small group/Individual assessment: Students sing their translation in Portuguese.

Blended Learning Connection: (List the digital resources that will be used. Digital activities should be aligned to the standard(s). Explain how students will be held accountable online i.e. exit activity)

Youtube video providing additional graphic and audio demonstration will be shown on the projector

Strategic Teacher-Led Small Groups: (Explain the scaffolded instruction for each group)

Extended Learning:

Students will explore and describe the timbre of instruments in one of their favorite songs.

Lesson Accommodations: (Special needs and gifted)

Special needs addressed as needed.

What will you do if students do not understand? (List intervention strategies)

I will teach using a variety of methods in order to maximize learning potential in each child.

- Instructional match
 - Scaffolding
 - Step-by-step
 - Modeling and demonstration
 - Performance feedback
 - Drill and practice
 - Peer-to-peer talk- through
 - Periodic review
 - Progress monitoring

Lesson Closure:

Recap elements learned. Exit ticket: individual assessment

Reflection:**DPSCD Lesson Plan**

Teacher Name: Markita Moore

Grades: K-8th

Unit: Afro-Brazilian Music and Culture L.7

Title: Congo de Ouro

Subject/Class: General Music/Music Appreciation

Date(s): Oct. 15th-19th, 2018

Pace: 50min

Bloom's Taxonomy	Alignment to DPSCD Curriculum Framework
Evaluation Synthesis Analysis Application Comprehension Knowledge	Utilize musical elements (rhythm, melody, harmony, timbre, and form) to compare and contrast music from various historical periods and cultures.

Standards and Objectives

List the standard(s) in kid-friendly language and with the descriptor (e.g. Students will add and subtract fractions with unlike denominators ([.5.NF.A.1](#))).

Michigan State Music Standards

KINDERGARTEN

PERFORM

Standard 1: Apply skills and knowledge to perform in the arts.

ART.M.I.K.1 Demonstrate uses of the voice, proper instrumental technique, and steady beat.

ART.M.I.K.2 Sing and play music from a variety of styles and cultures.

ART.M.I.K.3 Sing and play expressively utilizing extreme opposites of dynamics and interpretation.

ART.M.I.K.4 Sing melodies with confidence in a large group.

ART.M.I.K.5 Follow cues of the conductor to begin and for a cut-off.

ART.M.I.K.6 Play a steady beat.

ART.M.I.K.7 Replicate short rhythmic and melodic patterns.

ART.M.I.K.8 Play a steady beat in a group while other students sing a song.

ANALYZE

Standard 3: All students will analyze, describe, and evaluate works of art.

ART.M.III.K.1 Identify echo songs and recognize the same and different sections of the music when presented aurally.

ART.M.III.K.2 Use invented or standard notation to transcribe increasingly difficult rhythms and melodies.

ART.M.III.K.3 Describe the music performed and presented in kindergarten by moving, drawing, or through other appropriate responses.

ART.M.III.K.4 Introduce music vocabulary emphasizing opposites; i.e. fast and slow, loud and soft.

ART.M.III.K.5 Categorize the timbre of non-pitched percussion instruments. Identify male, female, and children's voices.

ART.M.III.K.6 Devise student-created criteria for objective evaluation of performances and compositions.

ART.M.III.K.7 Identify and support personal reactions to a musical selection.

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

ART.M.IV.K.2 Describe how elements of music are used in examples from world cultures, using music performed and presented in kindergarten.

GRADE 8

PERFORM

Standard 1: Apply skills and knowledge to perform in the arts.

ART.M.I.8.1 Sing and play, with expression and technical accuracy, a diverse repertoire of vocal and instrumental literature, with and without notation, including selections performed from memory.

ART.M.I.8.2 Sing an ostinato.

ART.M.I.8.3 Sing and play accurately as a soloist, and in both small and large ensembles, with appropriate technique and breath control.

ANALYZE

Standard 3: Analyze, describe, and evaluate works of art.

ART.M.III.8.1 Identify and describe specific musical elements and events in a given aural example, using appropriate terminology.

ART.M.III.8.2 Analyze the uses of musical elements in aural examples from diverse genres and cultures.

ART.M.III.8.3 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions through analysis.

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

ART.M.IV.8.1 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

ART.M.IV.8.3 Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.

ANALYZE AND MAKE CONNECTIONS

Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

Assessment

Summative & Formative Assessments, Performance Task(s) & Other Evidence (i.e. Pre-assessments, Unit Tests, Quizzes, Essays, Exit Tickets, and CFUs)

- 1. Pre-assessment** - Entry ticket assessing prior knowledge of geographic location of Brazil and the culture of its people.
- 2. Formative assessments** - Formative assessments occur throughout the lesson using a variety of methods: partner peer evaluation, oral and written teacher-assessed spot checks.
- 3. Performance Tasks** - Individual, small and whole group performance tasks
- 4. Summative assessment** - Summative assessment includes performance tasks, written responses and oral/written reflection and self-assessment.

Instructional Learning Plan

Learning Activities: (Brief summary & description of how you will orchestrate instructional best practices during this lesson to ensure student mastery i.e. *Differentiated Instruction, Marzano, Madeline Hunter etc.*)

Learning Activities include: learning by rote (teacher and student scaffolding); music and movement activities; visual input on projector, recordings played on cd, and demonstrated by teacher.

Materials:

hand drums

Vocabulary:

Ouro
clave
lei
rum
rumpi
atabaque

Procedure:

- 1- Greeting
- 2- Entry ticket pre-assessment: "What is Congo de Ouro?"
- 3- Play video clip of group demonstrating the Congo do Ouro rhythm:
(<https://www.youtube.com/watch?v=gzTU2yMjsXg>)
- 4- Tell the short story of how enslaved Africans brought their rhythms, their religions, their instruments, and other aspects of African culture to Brazil. These rhythms of Africa were imbedded in very cells of african slaves. Congo de Ora is a fundamental rhythm or groove brought to Brazil by African slaves. More information can be accessed here: (<https://translate.google.com/translate?hl=en&sl=pt&u=http://www.congodeouro.com.br/a-pecussao/&prev=search>)
- 5- Formative assessment: Individual spot-check: What is Congo de Ouro?
- 6- Teach the clapping rhythm to the class: (3-2 clave)
- 7- Teach the 1st atabaque rhythm: (lei) Mario Pam lesson:
(<https://www.youtube.com/watch?v=Zbk0RC0czY&feature=youtu.be>)
- 8- Teach the 2nd atabaque rhythm: (rumpi)
- 9: Teach the 3rd atabaque rhythm: (rum)
- 10: Teach the introduction rhythm
- 11: Teach the closing rhythm
- 12: Exit ticket: In small groups, students demonstrate 85% proficiency rate at performing the clave, lei, rumpi, and hum rhythms.

Blended Learning Connection: (List the digital resources that will be used. Digital activities should be aligned to the standard(s). Explain how students will be held accountable online i.e. exit activity)

Youtube video providing additional graphic and audio demonstration will be shown on the projector

Strategic Teacher-Led Small Groups: (Explain the scaffolded instruction for each group)

Extended Learning:

Students will explore and describe the timbre of instruments in one of their favorite songs.

Lesson Accommodations: (Special needs and gifted)

Special needs addressed as needed.

What will you do if students do not understand? (List intervention strategies)

I will teach using a variety of methods in order to maximize learning potential in each child.

- Instructional match
- Scaffolding
- Step-by-step
- Modeling and demonstration
- Performance feedback
- Drill and practice
- Peer-to-peer talk- through
- Periodic review
- Progress monitoring

Lesson Closure:

Recap elements learned. Exit ticket: individual assessment

Reflection:

DPSCD Lesson Plan

Teacher Name: Markita Moore

Grades: K-8th

Unit: Afro-Brazilian Music and Culture L.8

Title: Kulebe

Subject/Class: General Music/Music Appreciation

Date(s): Oct. 22nd-26th, 2018

Pace: 50min

Bloom's Taxonomy	Alignment to DPSCD Curriculum Framework
Evaluation Synthesis Analysis Application Comprehension Knowledge	Utilize musical elements (rhythm, melody, harmony, timbre, and form) to compare and contrast music from various historical periods and cultures.

Standards and Objectives

List the standard(s) in kid-friendly language and with the descriptor (e.g. Students will add and subtract fractions with unlike denominators ([.5.NF.A.1](#))).

Michigan State Music Standards

KINDERGARTEN

PERFORM

Standard 1: Apply skills and knowledge to perform in the arts.

ART.M.I.K.1 Demonstrate uses of the voice, proper instrumental technique, and steady beat.

ART.M.I.K.2 Sing and play music from a variety of styles and cultures.

ART.M.I.K.3 Sing and play expressively utilizing extreme opposites of dynamics and interpretation.

ART.M.I.K.4 Sing melodies with confidence in a large group.

ART.M.I.K.5 Follow cues of the conductor to begin and for a cut-off.

ART.M.I.K.6 Play a steady beat.

ART.M.I.K.7 Replicate short rhythmic and melodic patterns.

ART.M.I.K.8 Play a steady beat in a group while other students sing a song.

ANALYZE

Standard 3: All students will analyze, describe, and evaluate works of art.

ART.M.III.K.1 Identify echo songs and recognize the same and different sections of the music when presented aurally.

ART.M.III.K.2 Use invented or standard notation to transcribe increasingly difficult rhythms and melodies.

ART.M.III.K.3 Describe the music performed and presented in kindergarten by moving, drawing, or through other appropriate responses.

ART.M.III.K.4 Introduce music vocabulary emphasizing opposites; i.e. fast and slow, loud and soft.

ART.M.III.K.5 Categorize the timbre of non-pitched percussion instruments. Identify male, female, and children's voices.

ART.M.III.K.6 Devise student-created criteria for objective evaluation of performances and compositions.

ART.M.III.K.7 Identify and support personal reactions to a musical selection.

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

ART.M.IV.K.2 Describe how elements of music are used in examples from world cultures, using music performed and presented in kindergarten.

GRADE 8

PERFORM

Standard 1: Apply skills and knowledge to perform in the arts.

ART.M.I.8.1 Sing and play, with expression and technical accuracy, a diverse repertoire of vocal and instrumental literature, with and without notation, including selections performed from memory.

ART.M.I.8.2 Sing an ostinato.

ART.M.I.8.3 Sing and play accurately as a soloist, and in both small and large ensembles, with appropriate technique and breath control.

ANALYZE

Standard 3: Analyze, describe, and evaluate works of art.

ART.M.III.8.1 Identify and describe specific musical elements and events in a given aural example, using appropriate terminology.

ART.M.III.8.2 Analyze the uses of musical elements in aural examples from diverse genres and cultures.

ART.M.III.8.3 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions through analysis.

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

ART.M.IV.8.1 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

ART.M.IV.8.3 Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.

ANALYZE AND MAKE CONNECTIONS

Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

Assessment

Summative & Formative Assessments, Performance Task(s) & Other Evidence (i.e. Pre-assessments, Unit Tests, Quizzes, Essays, Exit Tickets, and CFUs)

- 1. Pre-assessment** - Entry ticket assessing prior knowledge of geographic location of Brazil and the culture of its people.
- 2. Formative assessments** - Formative assessments occur throughout the lesson using a variety of methods: partner peer evaluation, oral and written teacher-assessed spot checks.
- 3. Performance Tasks** - Individual, small and whole group performance tasks
- 4. Summative assessment** - Summative assessment includes performance tasks, written responses and oral/written reflection and self-assessment.

Instructional Learning Plan

Learning Activities: (Brief summary & description of how you will orchestrate instructional best practices during this lesson to ensure student mastery i.e. *Differentiated Instruction, Marzano, Madeline Hunter etc.*)

Learning Activities include: learning by rote (teacher and student scaffolding); music and movement activities; visual input on projector, recordings played on cd, and demonstrated by teacher.

Materials:

just voices and body percussion

Vocabulary:

Body Percussion
AABB Form
Vocal Range

Procedure:

- 1- Greeting
- 2- Entry ticket pre-assessment: "What is body percussion?"
- 3- Sing the melody of Kulebe to the class: (<https://www.youtube.com/watch?v=XqsdidCP-wM&feature=youtu.be>)
- 4- Sing the melody in low, middle and high range voices
- 6- Formative assessment: small group spot check on melody.
- 7- Add body percussion. Tap thighs to the rhythm of "Kulebe...", clap on "ya" and right after "na," "Yambori..." rhythm is tapped with feet
- 8- Sing melody (w/ body percussion) faster then very slow, then again at actual tempo. Faster uses
- 9- Perform song using only movement.
- 10- Have a volunteer create new dance steps for "Yambori" section.
- 11- Formative assessment: What is body percussion?
- 12- Perform song with only humming and claps on "ya" and right after "na".
- 13- Split class into two groups. Group 1 does body percussion, group 2 sings. Switch groups.
- 14- Exit ticket: Students perform the song (singing with body percussion) in small groups (5-6 students)

Blended Learning Connection: (List the digital resources that will be used. Digital activities should be aligned to the standard(s). Explain how students will be held accountable online i.e. exit activity)

Youtube video providing additional graphic and audio demonstration will be shown on the projector

Strategic Teacher-Led Small Groups: (Explain the scaffolded instruction for each group)

Extended Learning:

Students will explore and describe the timbre of instruments in one of their favorite songs.

Lesson Accommodations: (Special needs and gifted)

Special needs addressed as needed.

What will you do if students do not understand? (List intervention strategies)

I will teach using a variety of methods in order to maximize learning potential in each child.

- Instructional match
- Scaffolding
- Step-by-step
- Modeling and demonstration
- Performance feedback
- Drill and practice
- Peer-to-peer talk- through
- Periodic review
- Progress monitoring

Lesson Closure:

Recap elements learned. Exit ticket: individual assessment

Reflection:

DPSCD Lesson Plan

Teacher Name: Markita Moore

Grades: K-8th

Unit: Afro-Brazilian Music and Culture L.9

Title: Samba Reggae of Dida

Subject/Class: General Music/Music Appreciation

Date(s): Oct. 29th - Nov. 2nd, 2018

Pace: 50min

Bloom's Taxonomy	Alignment to DPSCD Curriculum Framework
Evaluation Synthesis Analysis Application Comprehension Knowledge	Utilize musical elements (rhythm, melody, harmony, timbre, and form) to compare and contrast music from various historical periods and cultures.

Standards and Objectives

List the standard(s) in kid-friendly language and with the descriptor (e.g. Students will add and subtract fractions with unlike denominators ([.5.NF.A.1](#))).

Michigan State Music Standards

KINDERGARTEN

PERFORM

Standard 1: Apply skills and knowledge to perform in the arts.

ART.M.I.K.1 Demonstrate uses of the voice, proper instrumental technique, and steady beat.

ART.M.I.K.2 Sing and play music from a variety of styles and cultures.

ART.M.I.K.3 Sing and play expressively utilizing extreme opposites of dynamics and interpretation.

ART.M.I.K.4 Sing melodies with confidence in a large group.

ART.M.I.K.5 Follow cues of the conductor to begin and for a cut-off.

ART.M.I.K.6 Play a steady beat.

ART.M.I.K.7 Replicate short rhythmic and melodic patterns.

ART.M.I.K.8 Play a steady beat in a group while other students sing a song.

ANALYZE

Standard 3: All students will analyze, describe, and evaluate works of art.

ART.M.III.K.1 Identify echo songs and recognize the same and different sections of the music when presented aurally.

ART.M.III.K.2 Use invented or standard notation to transcribe increasingly difficult rhythms and melodies.

ART.M.III.K.3 Describe the music performed and presented in kindergarten by moving, drawing, or through other appropriate responses.

ART.M.III.K.4 Introduce music vocabulary emphasizing opposites; i.e. fast and slow, loud and soft.

ART.M.III.K.5 Categorize the timbre of non-pitched percussion instruments. Identify male, female, and children's voices.

ART.M.III.K.6 Devise student-created criteria for objective evaluation of performances and compositions.

ART.M.III.K.7 Identify and support personal reactions to a musical selection.

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

ART.M.IV.K.2 Describe how elements of music are used in examples from world cultures, using music performed and presented in kindergarten.

GRADE 8

PERFORM

Standard 1: Apply skills and knowledge to perform in the arts.

ART.M.I.8.1 Sing and play, with expression and technical accuracy, a diverse repertoire of vocal and instrumental literature, with and without notation, including selections performed from memory.

ART.M.I.8.2 Sing an ostinato.

ART.M.I.8.3 Sing and play accurately as a soloist, and in both small and large ensembles, with appropriate technique and breath control.

ANALYZE

Standard 3: Analyze, describe, and evaluate works of art.

ART.M.III.8.1 Identify and describe specific musical elements and events in a given aural example, using appropriate terminology.

ART.M.III.8.2 Analyze the uses of musical elements in aural examples from diverse genres and cultures.

ART.M.III.8.3 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions through analysis.

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

ART.M.IV.8.1 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

ART.M.IV.8.3 Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.

ANALYZE AND MAKE CONNECTIONS

Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

Assessment

Summative & Formative Assessments, Performance Task(s) & Other Evidence (i.e. Pre-assessments, Unit Tests, Quizzes, Essays, Exit Tickets, and CFUs)

- 1. Pre-assessment** - Entry ticket assessing prior knowledge of geographic location of Brazil and the culture of its people.
- 2. Formative assessments** - Formative assessments occur throughout the lesson using a variety of methods: partner peer evaluation, oral and written teacher-assessed spot checks.
- 3. Performance Tasks** - Individual, small and whole group performance tasks
- 4. Summative assessment** - Summative assessment includes performance tasks, written responses and oral/written reflection and self-assessment.

Instructional Learning Plan

Learning Activities: (Brief summary & description of how you will orchestrate instructional best practices during this lesson to ensure student mastery i.e. *Differentiated Instruction, Marzano, Madeline Hunter etc.*)

Learning Activities include: learning by rote (teacher and student scaffolding); music and movement activities; visual input on projector, recordings played on cd, and demonstrated by teacher.

Materials:

Bass drums (or equivalent)
Tenor drums (or equivalent)
Snare drums (or equivalent)

Vocabulary:

samba reggae
caixa

Procedure:

- 1- Greeting
- 2- Entry ticket pre-assessment: "What is samba reggae?"
- 3- Show video clip of Dida performing at Carnival
- 4- Discuss brief lineage of samba reggae, including strong presence in the fight for equal rights for blacks in Bahia
- 6- Formative assessment: Individual spot check: "What is Samba reggae?"
- 7- Divide the class into three parts: high, middle and low drums.
- 8- Teach the low drums rhythm first, middle drum second, and high drum rhythm last.
- 9- Add movement once the group can hold the rhythms together on their own.
- 10- Exit ticket: Divide students into small groups and have each group formulate an answer to these questions: What is samba reggae? What does samba reggae mean to you? Would a group like this be a good addition to your school or home community?

Blended Learning Connection: (List the digital resources that will be used. Digital activities should be aligned to the standard(s). Explain how students will be held accountable online i.e. exit activity)

Youtube video providing additional graphic and audio demonstration will be shown on the projector

Strategic Teacher-Led Small Groups: (Explain the scaffolded instruction for each group)

Extended Learning:

Students will explore and describe the timbre of instruments in one of their favorite songs.

Lesson Accommodations: (Special needs and gifted)

Special needs addressed as needed.

What will you do if students do not understand? (List intervention strategies)

I will teach using a variety of methods in order to maximize learning potential in each child.

- Instructional match
- Scaffolding
- Step-by-step
- Modeling and demonstration
- Performance feedback
- Drill and practice
- Peer-to-peer talk- through
- Periodic review
- Progress monitoring

Lesson Closure:

Recap elements learned. Exit ticket: individual assessment

Reflection:

DPSCD Lesson Plan

Teacher Name: Markita Moore

Grades: K-8th

Unit: Afro-Brazilian Music and Culture L.10

Title: Build-a-horn

Subject/Class: General Music/Music Appreciation

Date(s): Nov. 5th - Nov. 9th, 2018

Pace: 50min

Bloom's Taxonomy	Alignment to DPSCD Curriculum Framework
Evaluation Synthesis Analysis Application Comprehension Knowledge	Utilize musical elements (rhythm, melody, harmony, timbre, and form) to compare and contrast music from various historical periods and cultures.

Standards and Objectives

List the standard(s) in kid-friendly language and with the descriptor (e.g. Students will add and subtract fractions with unlike denominators ([.5.NF.A.1](#))).

Michigan State Music Standards

KINDERGARTEN

PERFORM

Standard 1: Apply skills and knowledge to perform in the arts.

ART.M.I.K.1 Demonstrate uses of the voice, proper instrumental technique, and steady beat.

ART.M.I.K.2 Sing and play music from a variety of styles and cultures.

ART.M.I.K.3 Sing and play expressively utilizing extreme opposites of dynamics and interpretation.

ART.M.I.K.4 Sing melodies with confidence in a large group.

ART.M.I.K.5 Follow cues of the conductor to begin and for a cut-off.

ART.M.I.K.6 Play a steady beat.

ART.M.I.K.7 Replicate short rhythmic and melodic patterns.

ART.M.I.K.8 Play a steady beat in a group while other students sing a song.

ANALYZE

Standard 3: All students will analyze, describe, and evaluate works of art.

ART.M.III.K.1 Identify echo songs and recognize the same and different sections of the music when presented aurally.

ART.M.III.K.2 Use invented or standard notation to transcribe increasingly difficult rhythms and melodies.

ART.M.III.K.3 Describe the music performed and presented in kindergarten by moving, drawing, or through other appropriate responses.

ART.M.III.K.4 Introduce music vocabulary emphasizing opposites; i.e. fast and slow, loud and soft.

ART.M.III.K.5 Categorize the timbre of non-pitched percussion instruments. Identify male, female, and children's voices.

ART.M.III.K.6 Devise student-created criteria for objective evaluation of performances and compositions.

ART.M.III.K.7 Identify and support personal reactions to a musical selection.

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

ART.M.IV.K.2 Describe how elements of music are used in examples from world cultures, using music performed and presented in kindergarten.

GRADE 8

PERFORM

Standard 1: Apply skills and knowledge to perform in the arts.

ART.M.I.8.1 Sing and play, with expression and technical accuracy, a diverse repertoire of vocal and instrumental literature, with and without notation, including selections performed from memory.

ART.M.I.8.2 Sing an ostinato.

ART.M.I.8.3 Sing and play accurately as a soloist, and in both small and large ensembles, with appropriate technique and breath control.

ANALYZE

Standard 3: Analyze, describe, and evaluate works of art.

ART.M.III.8.1 Identify and describe specific musical elements and events in a given aural example, using appropriate terminology.

ART.M.III.8.2 Analyze the uses of musical elements in aural examples from diverse genres and cultures.

ART.M.III.8.3 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions through analysis.

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

ART.M.IV.8.1 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

ART.M.IV.8.3 Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.

ANALYZE AND MAKE CONNECTIONS

Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

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Materials:

Flex tubing in various lengths
Trumpet mouthpieces
Trombone mouthpieces
Tuba mouthpieces
Funnels (small, medium, large)

Vocabulary:

horn
trumpet
trombone
tuba

Procedure:

- 1- Greeting
- 2- Entry ticket pre-assessment: "What is a trumpet?"
- 3- Introduction: Perform a fabulous sample on a wind instrument for the class.
- 4- Brief discussion of the physics of sound for wind instruments
- 6- Formative assessment: Individual spot check: "What is Samba reggae?"
- 7- Divide the class into three sections: high, middle and low horns.
- 8- Demonstrate how to attach tubing to funnel. (Lower-pitched instruments get more tubing)

9-Demonstrate how to buzz lips on the mouthpiece. Have students master buzzing on the mouthpiece before moving on to the next step.

10- Formative assessment: "How does a horn make sound?" (Lips buzz to create vibration in the mouthpiece. Sound waves are sent through the instrument and amplified through the conical end.)

10- Demonstrate how to attach the mouthpiece to the horn and play music.

12- Perform a song from the Merry Tuba Christmas songbook.

13- Exit ticket: Small groups: Play the song with 70% accuracy.

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