

PLANNING

Secondary Lesson #1

Teacher Candidate Name:	Danica Mickelson
Grade Level:	High School
Subject:	Choir
Date:	April 7, 2017

List the State Standard(s) to be addressed in this lesson: <ul style="list-style-type: none"> • HSp.MUe.Pr.6.1.a. Perform repertoire using technical accuracy and expressive qualities to connect with an audience. Repertoire should represent diverse cultures, styles, genres, and historical periods. • HSp.MUe.Pr.4.1.a. Select a variety of repertoire to study based on interest, elements of music and technical skills of the performing ensemble. Explain the criteria used in selecting the repertoire. • HSp.MUct.Pr.6.1.a. Share live or recorded (audio/video) performances of works, and explain how the elements of music are used to reflect intent. • HSp.MUct.Re.7.1.a. Apply teacher-provided or personally-developed criteria to select music that expresses personal experiences, moods, visual images, or storylines in simple form and describe the choices as models for composition.
List the Learning Objective(s) to be addressed in this lesson: <p>Students will be able to:</p> <ul style="list-style-type: none"> • Find the macro and micro beats • Express themselves using their bodies • Listen for harmony and melody • Perform in front of an audience • Audiate a piece
Describe how the objective is relevant to students' lives. (Rationale)
According to the South Dakota Standards for Music Education and Dalcroze, using our bodies to find the beat is important. It is important for students to find the macro and micro beats because they need to be able to differentiate between the two of them. Performing is also important because it helps students build confidence and to learn together as a group.
List the words relevant to the content area that you will either introduce and/or review during your lesson. (Vocabulary)
<ul style="list-style-type: none"> • Melody • Tune • Harmony • Macro • Micro • Beat • Audiate
List the materials you will need to teach the lesson.
<ul style="list-style-type: none"> • Piano • Smartboard • Laptop • Internet access • Projector • Speakers

ASSESSMENT

Pre-Assessment: Explain how you know your students are ready for this lesson:

In order to assure the students' readiness prior to this lesson, I will review with them about keeping the beat and how to differentiate between big and little beats. We have done this in a previous lesson so they should remember quickly.

TECHNOLOGY

Describe the instructional and/or assistive technology that you will use:

- In this lesson, I will be using the laptop, smartboard, projector, speakers, and piano to teach this lesson.

ACCOMMODATIONS

Describe the accommodations/differentiation/modifications you will use to meet the needs of all learners and accommodate differences in students' learning, culture, language, etc. * (Based on what you identified/described in your contextual information).

Based on the information that I have gathered, the high school choir has one student with a disability. The student has a hard time understanding and is in a wheelchair. In order to make sure that he learns with his classmates, the student is assigned to sit in the very first row so it is easier for him to understand the music and participate in the lesson.

MANAGEMENT

Identify the management and motivational strategies to keep students on task and engaged.

I will be using the warning system for the high school choir. Each student will be allowed one warning. If they receive a second warning, the student will be told to write a one page essay about disrespect and what they should have been doing.

LESSON IMPLEMENTATION

Lesson Opening Describe how you will engage students (hook)

- The High School students will walk into the classroom when the bell rings.
- The students know to grab their folders to have a seat in their assigned section.
- The students will fill out their goal sheet and once done, they will stand for vocal warmups.

List Activities (modeling, guided practice, rehearsal techniques, etc.)

- Once warmups are completed, the students will have a seat and will be given the class schedule and what we, as a class, need to complete in the class period.
- I will play Africa for them and instruct them to just listen.
- Next, I will introduce audiation and explain it to them.
- We will listen again and I will start swaying to represent the macro beat; students will be instructed to join in.
- We will listen again and I will start patting my legs to represent the micro beat; students will be instructed to join in.
- We will listen again and this time students will put the macro and micro beats together; students will be given a chance to come up with their own dance moves to represent macro and micro beats.
- Once we have done the macro and micro beats, students will be instructed to sit and listen again for harmony and melody.
- Students will be instructed to sight sing together on one part to fit the words in Africa.
- Once done singing, students will be given a time for discussion about the piece.

Lesson Evaluation Describe how you will determine the success of your students
(Include a blank copy of your post-assessment (if applicable))

I will use formative assessment in this lesson and the feedback on their goal sheets to gain an understanding of the students' thoughts and ideas.

Lesson Closing – Transition Describe how you will reemphasize the lesson objective(s) and transition to a new activity

- Before class ends, we will go through Africa one more time.
- Students will finish filling out their goal sheets as the music continues to play and will continue to play as the bell rings and students exit the classroom.

REFLECT

(Teacher performance and teaching strategies)

Describe what went well.

This lesson went very well. The students responded quickly and they ended up enjoying keeping the beat.

List and describe challenges.

Some of the challenges were getting the students to understand why to find the macro and micro beat and to understand why it was important. Another challenge was getting students to stay involved in the lesson. They would start out moving and then the moving would slowly die down.

List and describe strategies for improvement.

I think I could improve on being more confident with the high school class. I seem to get nervous around them and cannot always stay on task.

PLANNING

Secondary Lesson #2

Teacher Candidate Name:	Danica Mickelson
Grade Level:	Middle School Girls
Subject:	Choir
Date:	April 10, 2017

List the State Standard(s) to be addressed in this lesson:

- 6-8.Mug.Pr.4.1.a. Apply teacher, or collaborative, or personally developed criteria for selecting music of contrasting styles and genres for a program. Discuss expressive qualities, technical challenges and reasons for choices.

List the Learning Objective(s) to be addressed in this lesson:

Students will be able to:

- Find the macro and micro beats
- Express themselves using their bodies
- Perform in front of an audience
- Audiate a piece

Describe how the objective is relevant to students' lives. (Rationale)

According to the South Dakota Standards for Music Education and Dalcroze, eurhythmics is a way to feel the beat within our bodies and to recognize the differences between the kinds of beats (macro and micro). It is important because we often do not realize that there is music all around us and we are the ones that make it. Performing is important as well because it teaches students how to work together, but also to believe in themselves.

List the words relevant to the content area that you will either introduce and/or review during your lesson. (Vocabulary)

- Tune
- Macro
- Micro
- Audiate
- Beat

List the materials you will need to teach the lesson.

- Piano
- Smartboard
- Laptop
- Internet access
- Projector
- Speakers

ASSESSMENT

Pre-Assessment: Explain how you know your students are ready for this lesson:

In order to assure the students' readiness prior to this lesson, I will review with the students about keeping the beat and how to differentiate between little and big beats. We have learned about macro and micro before so this lesson will be easy to understand.

TECHNOLOGY

Describe the instructional and/or assistive technology that you will use:

- Laptop
- Smartboard
- Projector
- Speakers
- Piano

ACCOMMODATIONS

Describe the accommodations/differentiation/modifications you will use to meet the needs of all learners and accommodate differences in students' learning, culture, language, etc. * (Based on what you identified/described in your contextual information).

Based on the information that I have gathered, no accommodations are needed for the middle school girls.

MANAGEMENT

Identify the management and motivational strategies to keep students on task and engaged.

I will be using the warning system for the middle school students. Each student will be allowed one warning. If they receive a second warning, the student will be told to write a one page essay about disrespect and what they should have been doing in the first place.

LESSON IMPLEMENTATION

Lesson Opening Describe how you will engage students (hook)

- The middle school girls will walk into the classroom when the bell rings and they will have a seat.
- The students will then be given the schedule for the class period.
- We will listen to 4:33 and I will explain to them why it is important to our lesson.

List Activities (modeling, guided practice, rehearsal techniques, etc.)

<ul style="list-style-type: none"> • We will watch 4:33 and the students will see that there is nothing going on in the piece. • I will ask the students what is happening in the piece and what the title of the piece means. • If the students still do not understand, I will have them listen and watch again. • Students will be called on to explain the meaning behind the piece. • Once we are done discussing 4:33, we will move onto vocal warmups. • Once vocal warmups are done, I will play “Can’t Stop the Feeling” for them and instruct them to just listen to the piece. • Next, I will introduce audiation and explain it to them. • We will listen again and I will start swaying to represent the macro beat; students will be instructed to join in. I will change gestures throughout the piece (patting the legs, patting our head, snapping, etc.) • We will listen again and I will start clapping to represent the micro beat; students will again be instructed to join in. • We will listen again and this time students will put the macro and micro beat gestures together; students will be given the chance to come to the front of the room to incorporate their own dance moves. • Once we have done the macro and micro beats, the students will be instructed to sing to along with the piece. • Students will sing with karaoke next and we will fix parts where they are needed.
<p>Lesson Evaluation Describe how you will determine the success of your students.</p> <p>I will use formative assessment throughout the lesson to keep the students engaged in what I am teaching them.</p>
<p>Lesson Closing – Transition Describe how you will reemphasize the lesson objective(s) and transition to a new activity</p> <ul style="list-style-type: none"> • Before class ends, we will go through “Can’t Stop the Feeling” once more. • Students will leave once the bell has rung; the piece will continue to play as the exit the classroom.

REFLECT

(Teacher performance and teaching strategies)

Describe what went well.
I believe this lesson went very well. The middle school girls were full of energy and stayed focused to accomplish things throughout the class period. I also believe I did a good job of explaining directions to them to make sure they understood.
List and describe challenges.
A challenge that I did have in this lesson, was explaining to the students why the 4:33 was significant to their everyday lives. They did not really understand and I feel I could have done a better job, if I would have had more time.
List and describe strategies for improvement.
I feel that I could improve on staying positive even when a class does not necessarily get what I am trying to explain. I started to get frustrated with the “4:33” piece because the students were taking it as a joke and not music. I need to understand where they are coming from as well with their point of view.

Secondary Lesson #3 PLANNING

Teacher Candidate Name:	Danica Mickelson
Grade Level:	Middle School
Subject:	Band
Date:	April 25, 2017

List the State Standard(s) to be addressed in this lesson:
<ul style="list-style-type: none"> • HSp.MUe.Pr.4.1.a Select a variety of repertoire to study based on interest, elements of music and technical skills of the performing ensemble.
List the Learning Objective(s) to be addressed in this lesson:
Students will be able to:
<ul style="list-style-type: none"> • Count dotted quarter notes correctly • Understand syncopation • Perform in front of an audience
Describe how the objective is relevant to students' lives. (Rationale)
According to the South Dakota Standards for Music Education,
List the words relevant to the content area that you will either introduce and/or review during your lesson. (Vocabulary)
<ul style="list-style-type: none"> • Tempo • Dynamics • Syncopation
List the materials you will need to teach the lesson.
<ul style="list-style-type: none"> • "Don't Feed the Drummers" • Instruments

ASSESSMENT

Pre-Assessment: Explain how you know your students are ready for this lesson:
The students are ready for this lesson because we have played through "Don't Feed the Drummers" before and they did a pretty good job. We are just reviewing and getting better.

TECHNOLOGY

Describe the instructional and/or assistive technology that you will use:
None.

ACCOMMODATIONS

Describe the accommodations/differentiation/modifications you will use to meet the needs of all learners and accommodate differences in students' learning, culture, language, etc. * (Based on what you identified/described in your contextual information).
Based on my information gathered, there are no accommodations needed for middle school band.

MANAGEMENT

Identify the management and motivational strategies to keep students on task and engaged.
Students always have problems talking during lessons no matter who the teacher is. I will keep my students engaged by having them follow along in their music when they are not playing or if I am working with a group. I will also remind them about respect and how they need to respect me when I am talking to them.

LESSON IMPLEMENTATION

<p>Lesson Opening Describe how you will engage students (hook)</p> <ul style="list-style-type: none"> • The students will walk in eating their snack and there will be music for them to listen to as they get their instruments out and seated in their chairs. • Students will be instructed to get Bb and Eb scales out and our first piece. • We will begin warmups with a Bb round and then move into an Eb scale balancing out our sound as we go.
<p>List Activities (modeling, guided practice, rehearsal techniques, etc.)</p> <ul style="list-style-type: none"> • We will take out “Don’t Feed the Drummers”. • I will review with the saxophones and flutes on the parts that we had problems with the day before. • Trumpets will be added in because they have the same part. • Once we have sped up the part, other instruments will be instructed to come in. • Next, I will work with the drummers at measure 35 to measure 61. • Once drummers understand their part, everyone will start at the beginning of the piece. • I will ask them about the dynamics and review with them what the first dynamic is and they will be instructed to watch me. • Once we have ran through the entire piece, I will ask the students if they have questions, comments, or concerns and we will take them into consideration.
<p>Lesson Evaluation Describe how you will determine the success of your students.</p> <p>I will be watching my students closely to make sure that they are understanding their parts and playing them correctly.</p>
<p>Lesson Closing – Transition Describe how you will reemphasize the lesson objective(s) and transition to a new activity</p> <ul style="list-style-type: none"> • We will run through “Don’t Feed the Drummers” once more and then I will give them positive feedback and my cooperating teacher will take over from there.

REFLECT

(Teacher performance and teaching strategies)

Describe what went well.
I did a good job of telling the students what I wanted them to do and the students responded well. When the students did not do something correct, they immediately fixed it so we could go on with the lesson.
List and describe challenges.
The saxophones were slowing down the piece and they were not understanding the syncopation part of the lesson.
List and describe strategies for improvement.
I conducted the macro beat for the students so that they could see me conducting in two instead of four to get them to go faster in the section of the piece.