

Name: Aly Han	Date: March 31, 2022
Grade: High School	Class Type: Ethnomusicology

**1. Measurable Objective(s):** *(Measurable learning objectives use action verbs to describe what you want the students to be able to do by the end of the class.)*

Students will be able to recollect key features of Korean music from each category (traditional, “emerging”, and modern), and will be able to identify the era of said music when presented with videos or characteristics.

**2. Assessment:** *(What evidence will show that the students understand? Describe the assessment used – formal and informal assessments based on learning objectives.)*

Students can demonstrate understanding through musical demonstration (they may sing or play the common grooves, melodic themes, etc.), as well as the amount of correct answers they can produce on the Kahoot quiz. Students may also be given a worksheet to complete with similar questions to the Kahoot, that they can bring in for grading during the next class. In the case of an extended unit, I may ask students to choose a specific era and do a presentation on it, focusing on characteristics, musical examples, instruments, and historical context.

**3. National Standards:** *(Creating, Performing, Responding – Write out the standards that you will be addressing in their entirety.)*

(If the student chooses to demonstrate knowledge in this way) Performing

- Select
- ~~Rehearse~~, Evaluate, and Refine
- Present

Respond

- Select
- Analyse
- Interpret
- Evaluate

Connect (this is probably the most important standard that we will be going over)

- Synthesise and relate knowledge and personal experiences to make music
- Relate musical ideas and works with varied context to deepen understanding

**4. State Standards:** *(Creating, Performing, Responding, Connecting - Write out the standards that you will be addressing in their entirety.)*

(If the student chooses to demonstrate knowledge in this way) Performing

- Select, analyse and interpret artistic work for presentation

- Convey meaning through the presentation of artistic work

Responding

- Perceive and analyse artistic work
- Interpret intent and meaning in artistic work
- Apply criteria to evaluate artistic work

Connecting

- Synthesise and relate knowledge and personal experiences to make art
- Relate artistic ideas and works to societal, cultural, and historical contexts to deepen understanding

**5. Required Prior Knowledge and Skills: (*What must students know to be successful.*)**

Students do not necessarily *need* any prior knowledge, but would be beneficial if they already understood musical terms (ie., metre, rhythm, melody, form, etc.). Students may also benefit from having a basic knowledge of Korea, but of course, it will be covered briefly, so it is not necessary.

**6. Material, Repertoire, Equipment needed: (*Be sure to include music titles, composer/arranger, text etc.*)**

Youtube will be used to show videos of Samulnori (no recorded composers), Trot music (various singers and composers will be named during the lesson), and more modern K-pop music (various singers and composers will be named during the lesson).

**7. Review Needed: (*What needs to be reviewed to reinforce prior learning related to this lesson.*)**

No review needed.

**8. Accommodations: (*Special Needs, ELL, etc.*)**

I will try to incorporate more interactive parts for this lesson/have students participate in discussions as much as possible so that students with ADHD can stay engaged, as I realise this type of lesson can become overly lecture-y

**9. Agenda: (*List items to be taught and post.*)**

1. (Extremely) Brief historical context of Korea
2. Traditional music
  - a. Samulnori
  - b. Gookak
  - c. Pansori
3. Emerging music
  - a. Trot
  - b. 70's
4. Modern music
  - a. K-pop
  - b. Rap
  - c. Indie styles

d. K-pop (Part 2: Electric Boogaloo)

**10. Lesson Sequence** (*Be sure to list time in the Pacing Section*)

**Pacing**

<p><b>A. Brief Opening:</b> (<i>A teacher posted, group or brief individual, assignment. Brief reading writing, editing, or problem-solving activity to ready them for learning – may be a question about the rehearsal music or at the younger levels it may be a learning activity to set up for today's lesson such as a "Do Now."</i>)</p> <p>Students will enter the room to K-pop, as it immediately sets the tone for what we will be discussing through familiar elements. First, ask students if they can tell what we will be learning about. Gauging their reactions, students who already like K-pop will be excited to learn more about the evolution of it, and students who dislike it will be encouraged to see if the history can change their mind. I will then give a brief overview of what we will be covering for the next class(es)</p>	<p>A. 5 minutes</p>
<p><b>B. Learning Activities:</b> (<i>What learning experiences and instruction will enable students to achieve the desired results – have more learning activities than you need.</i>)</p> <ol style="list-style-type: none"> <li>1. (Extremely) Brief historical context of Korea: I will give a quick run through of what I feel students should know in order to have a good contextual basis.</li> <li>2. Traditional music: I will go through the most famous and well-known types of traditional music, and go over some of the key characteristics. I will not be going too deep into details. This is just a “most famous”/”well-known” explanation.</li> <li>3. Emerging music: I will go through how traditional music became a little more modernised, but which characteristics of traditional music were retained. Similarly, this will not go too in depth.</li> <li>4. Modern music: I will explain the most well-known genres of modern music that seem to resonate the most with Korean (and international) youth. I will mention a brief overview of the evolution of K-pop, what was retained from emerging and traditional music, as well as the resurgence of Trot.</li> </ol>	<p>B.</p> <ol style="list-style-type: none"> <li>1. 10 minutes (max)</li> <li>2. 10 minutes</li> <li>3. 10 minutes</li> <li>4. 10 minutes</li> </ol>
<p><b>C. Closing/Wrap-up:</b> (<i>This is a recap of the key learning of the day to check for understanding. Could be a ticket to leave as individuals or group answers.</i>)</p> <p>I will go around the room and simply ask students which era was their favourite, and a very brief explanation for why. If the class is much larger, I will ask them only their favourite era.</p>	<p>C. 5 minutes</p>
<p><b>D. Assignment:</b></p>	<p>D. 5 minutes</p>

In the case of a single/double lesson, I will have students write a short 300-500 word reflection on which style they preferred and why. In the case that this is the start to a long form unit (which is what I want), I will have students do a 100-200 word short reflection, and then begin on their own presentation for a specific country or culture's musical evolution. No overlapping topics, and students will write feedback for each presentation (these can be 1-2 sentences).	
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<b>11. Reflection Prompt:</b> <i>What do you think went particularly well? How did this strength impact your students' learning?</i>
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<b>12. Reflection Prompt:</b> <i>If you could teach this lesson again, is there anything you would do differently? How would this have impacted your students' learning?</i>
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