

Name: Aly	Date: Feb 8th, 2022
Grade: Middle School	Class Type: ME311

<p>1. Measurable Objective(s): <i>(Measurable learning objectives use action verbs to describe what you want the students to be able to do by the end of the class.)</i></p> <p>Students will be able to demonstrate ability to identify intervals between given notes.</p>
<p>2. Assessment: <i>(What evidence will show that the students understand? Describe the assessment used – formal and informal assessments based on learning objectives.)</i></p> <p>Students will be able to show understanding by answering directed questions correctly, and being able to identify given intervals (number) and their type (harmonic/melodic) without assistance or hints. They can also demonstrate knowledge and understanding by writing out given intervals on the board or on a worksheet (if applicable). Students may also show understanding through singing the intervals between notes, and then giving me the number and type of said interval.</p>
<p>3. National Standards: <i>(Creating, Performing, Responding – Write out the standards that you will be addressing in their entirety.)</i></p> <p>Performing</p> <ul style="list-style-type: none"> <li>- Develop and refine artistic techniques and work for presentation</li> </ul> <p>Responding</p> <ul style="list-style-type: none"> <li>- Apply criteria to evaluate artistic work</li> </ul>
<p>4. State Standards: <i>(Creating, Performing, Responding, Connecting - Write out the standards that you will be addressing in their entirety.)</i></p> <p>Analyze</p> <ul style="list-style-type: none"> <li>- Analyze the structure and context of varied musical works and their implications for performance (Analyze “feelings” of intervals)</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</li> </ul>
<p>5. Required Prior Knowledge and Skills: <i>(What must students know to be successful.)</i></p> <p>Ability to identify notes on a staff, ability to count on a staff (lines &amp; spaces).</p>

<p>6. Material, Repertoire, Equipment needed: <i>(Be sure to include music titles, composer/arranger, text etc.)</i></p> <p>White board (pre staffed board if possible) &amp; pens, pens &amp; paper for students. Textbooks if available (ie, Berklee MAT textbook style/type). Worksheet for students to complete in class or take home.</p>
<p>7. Review Needed: <i>(What needs to be reviewed to reinforce prior learning related to this lesson.)</i></p> <p>Line &amp; staff counting, note names and locations.</p>
<p>8. Accommodations: <i>(Special Needs, ELL, etc.)</i></p> <p>Braille equivalent for blind students if available, if not, intervals can be played out on the piano or other instruments.</p>
<p>9. Agenda: <i>(List items to be taught and post.)</i></p> <ul style="list-style-type: none"> <li>- Intervals <ul style="list-style-type: none"> <li>- What they are</li> <li>- Identifying them</li> <li>- Practice writing intervals</li> </ul> </li> </ul>

10. Lesson Sequence <i>(Be sure to list time in the Pacing Section)</i>	Pacing
<p>A. Brief Opening: <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 sing intervals &amp; sing up/down the intervals together to get their minds into the “idea” of jumping between intervals and a certain “number” of notes being between two notes.</p>	<p>A. 5 minutes</p>
<p>B. Learning Activities: <i>(What learning experiences and instruction will enable students to achieve the desired results – have more learning activities than you need.)</i></p> <p>1. What are actual intervals? After a brief explanation, students will be asked clarifying questions (ie. “What two types of intervals are there?” or “What is the number of intervals that we can find within an octave? For example, one of the answers is a 2nd”</p>	<p>B.</p> <p>1. 5 minutes</p> <p>2. 10 minutes</p> <p>3. 25 minutes</p>

<p>2. After explaining how to calculate/find an interval: Students will either answer questions that I write up on the board, or be given a worksheet with all the types of intervals that I explained (harmonic/melodic intervals, within an octave).</p> <p>3. After the first round of interval identification, students will either identify intervals written on the board, or insert a note at the correct distance to match the interval already written (mix it up).</p>	
<p>C. Closing/Wrap-up: <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>Check for understanding by revisiting the interval concept, how to find the interval, and final check/questions on intervals. Students must answer one question as an exit ticket.</p>	C. 10 minutes.
<p>D. Assignment:</p> <p>Give (optional) worksheet for students to revise and practice on their own.</p>	D. N/A

<p>11. Reflection Prompt: <i>What do you think went particularly well? How did this strength impact your students' learning?</i></p> <p>I think my idea for playing intervals and having students sing them together at first was a good method, because it removes that “boringness” of pure written theory, so that students can actually hear the theoretical knowledge that they are learning. I also think that the beginning of my lesson went alright, when I was still feeling confident.</p>
<p>12. Reflection Prompt: <i>If you could teach this lesson again, is there anything you would do differently? How would this have impacted your students' learning?</i></p> <p>Speaking of being confident - I think my lesson really started to go downhill once I fumbled and started to feel self-conscious about teaching. Once that started happening I reeled out of teaching and into joke making or awkward grumbling so that I could get back on track, but it just made me less confident and eventually I had to stop. I think if I had been a little more flexible and specific with what I was teaching, I would have done better.</p>