

Jacob M. Shoener
Unit Plan Lesson Plan 2

Lesson Title: “Melodious Thunk” Unit

Check One: ☐ General Music ☒ Ensemble Harmonizing Instruments
 ☐ ☐ ☐
 Theory & Composition Music Technology
Grade Level(s): 9-12 | ☐ Single Day Plan ☐ Multi-Day Plan ☒ Unit Plan

Lesson Objective(s):

- By the end of the instructional period for this lesson, the student will be able to:

- 1) Have knowledge of the influential figures that were the inspiration for the piece (Thelonious Monk and “Dizzy” Gillespie).
- 2) Know what form the piece is in.
- 3) Understand the emotional aesthetic that defines the piece.

Lesson Description:

In addition, throughout the unit, students will do four teacher-generated worksheets (one musical form, two on historical musical figures, and a focused listening worksheet),

There will be one summative assessment for the students to demonstrate their knowledge of the materials covered.

Rationale: The overarching goal of this unit, and in doing this piece, is more than musical competency. The students will need to know about the structure, function, and form of the piece, whom it was written about, and why those people are relevant to our American musical culture. If students can understand the compositional aspects behind the piece, the historical value of those whom it is based off of, the source material used in the piece, and where it is derived from, it will enhance their comprehensive musicianship. The main goal of this ensemble is continued musical and personal growth, as well as achieving musical excellence. This unit plan will help the group reach these goals.

Connections:

PA Competency(s): 9-12-1, 9-12-3, 9-12-4, 9-12-5, 9-12-6

PA Essential Questions: Why is it important to be able to create, recreate and perform music independently? As technology has changed, how has it changed the way we make music?

PA Big Idea(s):

1. The skills, techniques, elements, and principles of the arts can be learned, studied, refined, and practiced
3. The arts provide a medium to understand and exchange ideas
5. There are formal and informal processes used to assess the quality of works in the arts
6. People use both aesthetic and critical processes to assess the quality of works in the arts

National Standards Enduring Understanding(s):

Creating - The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources

Performing - Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performances

Responding - The personal evaluation of musical works and performances are informed by analysis, interpretation, and established criteria

Connecting - Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding

National Standards Artistic Processes (Check all that apply):

☒ Creating ☒ Performing ☒ Responding ☒ Connecting

National Standards Music Process Components: Imagine, Plan and Make, Evaluate, Analyze, Interpret, Rehearse, Evaluate, and Refine

Standards:**PA Standards:**

9.1.12.B - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. Music: • sing • play an instrument • read and notate music • compose and arrange • improvise
9.3.12.A - Explain and apply the critical examination processes of works in the arts and humanities. (Compare and contrast, Analyze/Interpret Form, and test hypotheses, Evaluate/form judgments)

9.2.12.E - Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.

9.3.12.A - Explain and apply the critical examination processes of works in the arts and humanities. (Compare and contrast, Analyze/Interpret Form, and test hypotheses, Evaluate/form judgments)

9.4.12.C - Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response

National Core Music Standards:

#1 Generate and conceptualize artistic ideas and work

#2 Organize and develop artistic ideas and work

#3 Refine and complete artistic work

#4 Analyze, interpret, and select artistic work for presentation

#5 Develop and refine artistic work for presentation

#6 Convey meaning through the presentation of artistic work

#7 Perceive and analyze artistic work

#8 Interpret intent and meaning in artistic work

#9 Apply criteria to evaluate artistic work

#10 Synthesize and relate knowledge and personal experiences to make art

#11 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Performance Measures:

Theoretical-Based Assessment - Assessment 2 is an example of a Summative Assessment, pertaining to the theoretical-based aspect of Sonata Form, the keys of the piece, the shifting meter changes, and the rhythmic figures that were discussed previously in section C (“Salt Peanuts Motif” and the “Monk-ish Rhythmic Figure”).

https://docs.google.com/document/d/1QEsUifMA9_zl7QR6hDRWT8C8ZPkrXqiKSrukXKUQ2bw/edit?usp=sharing

Depth of Knowledge Level(s):

1. Recall – Can they recall musical form and historical facts relating to the music?
2. Skill/Concept – Can they perform the music based off of the context discussed?
3. Strategic Thinking – How can they perform this piece in the correct style, based off of what they know?
4. Extended Thinking – What would Dizzy Gillespie and Thelonious Monk think of this piece today?

Instructional Process:

Procedures:

- 1) Assign worksheets throughout the process to boost students’ historical knowledge, listening skills, as well as theoretical knowledge.
- 2) Assign a summative assessment, to break up the monotony of rehearsal while expanding student understanding of the piece.
- 3) Complete the worksheet on Monk and Gillespie, as well as Sonata Form in small groups, and then review them as a group.

Differentiation Strategies: Several strategies will be used (besides traditional ensemble rehearsal) to differentiate instruction –

- 1) Assign worksheets throughout the process to boost students’ historical knowledge listening skills, as well as theoretical knowledge.
- 2) Assign a summative assessment, to break up the monotony of rehearsal while expanding student understanding of the piece.

Essential Vocabulary: Sonata form, Syncopation, Exposition, Principal Theme, Secondary Theme, Development, A Section, B Section, Recapitulation, Coda, Motif, Accents, Dynamics, Articulations, Bebop,

District-Defined Initiatives (as applicable):

Students reach their fullest academic potential by engaging in a balanced academic core curriculum while being given the opportunity to pursue their passions in a safe, positive, and differentiated environment.

Employees are committed to each student's success through a commitment to a shared district set of goals and values while being respected for their individual passions, strengths, knowledge and skills.

Families and schools must have a mutually supportive, active partnership to contribute to the growth and development of their children.

Community partners are an extension of the school whose involvement in the educational process enriches opportunity for our students.

Resources are efficiently and effectively managed in order to achieve the district's goals.

Interactions between students, teachers, staff, parents, and community partners must be respectful and collaborative in order to maintain effective relationships.