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| Image result for aga khan museum logo  **OMEA**  **Aga Khan Museum Project**  **Lesson Template**  Adapted From:  *Edugains Differentiated Instruction Lesson Planner,* 2010 | **Grade/Grade Range:**  **5** | | **Unit: Design in Music and Culture** |
| **Curriculum Document**: The Arts  **Support Document:** *Realizing the Promise of Diversity-Ontario’s Equity and Diversity Education Strategy,* 2009  **Resource Partner**: Aga Khan Museum collections | | |
| **Duration: 60-75 minutes (Lesson 2 of 4)** | | |
| **Differentiated Instruction Considerations:** | | | |
| **The design/ delivery of this lesson should consider** **Differentiation based on knowledge of students, including:**  ☒ Readiness/prior learning ☐ Interests/Topics ☐ Preferences ☐ Intelligences ☒ Entry Point (content)  ☒ Ways of learning (process) ☒ Learning environment ☒ Ways of demonstrating learning (product)  ☒ Other (e.g., environment, gender, culture)­­­­­­­­­­­­­­­­­­­­­­- cultural sensitivity | | | |
| **Curriculum Connections** | | | |
| **Overall Course Expectation(s):**  The students will:  **C1. Creating and Performing:** apply the creative process to create and perform music  for a variety of purposes, using the elements and techniques of music;  **C3. Exploring Forms and Cultural Contexts:** demonstrate an understanding of a variety of musical genres  and styles from the past and present, and their socio-cultural and historical contexts; and  **Connecting to:**  **D2.** **Reflecting, Responding, and Analysing:** apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences.  **Equity and Diversity Connections:**   * each school to create and support a positive school climate that fosters and promotes equity, inclusive education, and diversity. * students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.   **Learning Goal(s):**   * I can use the creative process to enhance my understanding of the musical form known as rondo. * I can demonstrate an awareness of the use of drums as part of Muslim musical culture. * I can create a burger drawing to represent my understanding of rondo form. * I can demonstrate my understanding of musical rhythms in a 4/4/ time signature. * I can demonstrate through a musical composition an understanding of rondo form. | | | |
| **Assessment and Evaluation** | | | |
| **Assessment/Success Criteria:**   * Musical terminology is used effectively * Connections are drawn between the percussion instruments and music * Cultural sensitivity is observed during conversations and listening examples   **Achievement Chart Categories addressed:**  ☒ Knowledge and Understanding  ☒ Thinking  ☒ Communication  ☒ Application | **Assessment Tool(s):** (e.g., checklist, rubric, conversation, observation, rating scale, anecdotal comments, marking scheme):   * Composition (rhythm patterns) * Burger creation worksheet (rondo form) * Observation - anecdotal | | |
| **Prior Learning Required for this Lesson:** | | | |
| * Familiarity with The Creative Process (*The Arts, 2009*) * Prior learning of musical form (Grade 2 AB, Grade 3 ABA, Grade 4 Four-part form) * Prior learning of music rhythms of one- and two-beat duration | | | |
| **Materials and Resources Required for this Lesson** | | | |
| * Background knowledge of Syria and Iran * Pictures (included) or show YouTube clips of a variety of membranophone instruments used in Muslim culture (e.g. Daf, Doira, Dap, Kosh naghora, Naghara, Naghora, Tabla, Zerbaghali) * Frame or hand drums for students use (may also use bucket drums) * Composition template and burger template, photocopied back to back * Pencils, erasers and colouring pencils * LCD and internet access | | | |
| **Minds On**  • Establishing a positive learning environment  • Connecting to prior learning and/or experiences  • Setting the context for learning | | **Assessment Connections**  *Growing Success*, 2010 | |
| **Whole Class or Groups: Learning Experience including Structures/Instructional Strategies**  **Description**   * Hand each student a drum, or in pairs/groups, if not enough. * Place four-beat rhythmic patterns on the whiteboard using quarter, half, whole, eighth, sixteenth note/rest combinations and any other rhythms your students are familiar with. (This can also be done with rhythm cards instead and handed to each pair/group.) * Begin with teacher-student echoing patterns while exploring the different ways and places to play the drum. (center, side, rim) * Ask students to be the teacher and play a rhythmic pattern from the whiteboard for the class to echo. You can also have them perform two, three or four of the four-beat patterns. * Give students a composition sheet and pencil. * Have students create a sixteen-beat pattern of their own and write it down on their sheet. * Allow them time to practice this pattern and feel comfortable with what they have created, making changes if required. | | Assessment for Learning:  Assess student's knowledge of one- and two-beat rhythms | |
| **Action**  • Introducing new learning or extending/reinforcing prior learning  • Providing opportunities for practice and application of learning | | **Assessment Connections**  *Growing Success*, 2010 | |
| **Whole Class or Groups: Learning Experience including Structures/Instructional Strategies**  **Description**  **Meet the Membranophones!**   * Using the guide sheet provided, instruments included with the lesson, or the internet, show the students the variety of drums that are used in the music of Central Asia. * With the whole class, use a Venn diagram to classify the similarities and differences between two of the instruments (suggest using a single-headed drum versus a double-headed drum).   Teacher prompts:   * Tell the students that these instruments are all labelled membranophones. * Can they tell you why they might be called membranophones? * Are the drums we used at the start of our lesson membranophones? * Why or why not? How are they the same? Different? | | Assessment for Learning:  Assess student's understanding of musical term timbre  Assessment as Learning:  Use whole class discussion to understand the similarities and differences of a variety of membranophones | |
| **Consolidation and Connection**  • Helping students demonstrate what they have learned  • Providing opportunities for consolidation and reflection | | **Assessment Connections**  *Growing Success*, 2010 | |
| **Whole Class or Groups: Learning Experience including Structures/Instructional Strategies**  **Description**   * Tell the students they are going to begin to learn about rondo form by drawing a burger. Remind them that the A section sections must always be the same. (e.g. if they choose cheese as their A, then it needs to repeat every second time) * Students are to draw and colour only the first A on top of the burger bun. Remind them to choose something they like to eat as it will come back into the burger numerous times. * While they are drawing and colouring their A section, play an example of one of the video links below without the video being displayed. * At the end of the music, collect the sheets and have students watch samples of the video links. Begin with the first two, stop, and then ask the teacher prompts. Repeat with the next two samples.   Daf Quartet-Medhi Darvishi, YouTube, April 13, 2013  <https://youtu.be/u-dkLiCg0yQ>    Iranian Woman Daf Solo- Slamdunk226, YouTube, January 29, 2016  <https://youtu.be/KtlecqCueuA>  Talavya-Tabla Ecstacy, YouTube, September 26, 2012  <https://youtu.be/UpcP-YCJL4Y>  Amazing Indian Drummer-World Street Music, YouTube, October 14, 2014  <https://youtu.be/6wzqXGJC-g8>  Teacher prompts:   * What do notice about the performers? * How are the instruments similar? Different? * Do you see any drums that we have discussed during the lesson today? * What are they made of? How are they played? * Exit ticket: Hand each student a large cue card before leaving. Ask students to research one of the instruments they learned about today and bring it back with the following information on it to the next class. (if desired, you may give them a card with an instrument already on it) * Picture * Name * Country of origin * How it is played * Any other interesting fact(s) * Ask students to bring in any drums they may have in their home that can be shared in the next lesson. | | Assessment of Learning:  Teacher-student dialogue during listening | |