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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: 50 minutes (Lesson 3 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:**  **A3. Exploring Forms and Cultural Contexts:** demonstrate an understanding of a variety of dance forms, traditions,  and styles from the past and present, and their socio-cultural and historical contexts.  **Equity and Diversity Connections:**   * 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 perform a bordun on an Orff instrument. * I can perform tonic and dominant notes in the key of C. * I can use musical terms appropriately when explaining my reasoning. * 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 write a composition in rondo form and perform it. | | | |
| **Assessment and Evaluation** | | | |
| **Assessment/Success Criteria:**   * Musical terminology is used effectively * Connections are drawn between the artefacts and musical form of rondo * 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):   * Observation - anecdotal * Teacher-Student conversations * Composition worksheet * Burger creation worksheet * Creative movement activity (rondo form) | | |
| **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 * Prior knowledge of sol-fa (doh’-lah-soh-mi-doh) | | | |
| **Materials and Resources Required for this Lesson** | | | |
| * Background knowledge of Syria and Iran * Chart or whiteboard of the opening phrase of 'The Baby Chicks' on manuscript * Pencils, erasers and colouring pencils * A selection of Orff instrumentarium (in C pentatonic-remove F and B bars), including a tambourine and hand drum * Previously started rondo form composition and burger creation sheets * LCD and internet access to the Aga Khan Museum website [www.agakhanmuseum.org](http://www.agakhanmuseum.org) and YouTube clips | | | |
| **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**   * As the students enter, collect their exit tickets (cue cards) from the last lesson. * Introduce the melody of section A of 'The Baby Chicks' (Palestinian Children's Song) by using sol-fa (dms, d'ls, dmss, ddmss,d'ls). * Sing the remainder of the song, a capella, to the students by rote using the Arabic transliteration (phonetics). * Have the students learn the simple dance steps for section A. The dance is in the style of a Dabke and is included with the song.   Teacher note:  A Dabke (Dabka, Dubki, Dabkeh) is an Arab folk dance native to the Levant countries of Cyprus, Egypt, Iraq, Israel, Jordan, Lebanon, Palestine, Syria, and Turkey. It combines circle and line dancing and is performed at weddings and other celebrations. | | Assessment for Learning:  Assess student's knowledge and use of sol-fa  Assessment of Learning:  Review the cue card assignment from lesson 2 for completion and accuracy | |
| **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**  **Creating Rondo Form**   * Project one of the pictures from the Aga Khan collection (Abarello AKM 787 <https://agakhanmuseum.org/collections/albarelli> (Syria) and Pen Box AKM 643 (Iran) <https://agakhanmuseum.org/collections/pen-box> on the screen and review the pattern of ABACA. * Hand out the composition and burger creation sheet that was started in lesson 2. * Tell the students they have created their A section on both sides of the sheet and should now complete their burgers on the paper. Remind them that the A sections should be the same and that B and C should be different. * Play some of the musical examples from last class, without the video, in the background, while they work on completing their rondo burgers. You may also wish to play other musical examples utilizing rondo form. (e.g. *Mozart’s Horn Concerto Movement 3 in E Flat*, *Mozart’s Rondo Alla Turca, Beethoven’s Pathetique Sonata Movement 3*)   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> | | Assessment for Learning:  Assess student's knowledge of other musical forms (e.g. AB, ABA, four-part form)  Assessment as Learning:  Accuracy in final product of burger creation (formal structure) | |
| **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**   * Review the melody of the song introduced at the beginning of the lesson and teach the ostinati patterns on the Orff instrumentarium. * Review the terms bordun (broken and chordal) as well as tonic and dominant in preparation for the final lesson in the series. * Exit ticket: Ask the students to try and find something (object, picture) that is in rondo form, either in their house or online and bring it to class next day. | | Assessment of Learning:  Determine if students understand musical terms of ostinato, pentatonic, high doh, broken and chordal bordun through performance | |