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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 4 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 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 (rubric for formal structure and rhythmic understanding) * Creative movement activity (rondo form) * Rubric (for performance and/or Orff technique) * Composition performance | | |
| **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 and erasers * Feathers * 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, document camera and/or internet access to the Aga Khan Museum website [www.agakhanmuseum.org](http://www.agakhanmuseum.org) if required | | | |
| **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**   * Review the melody of section A of 'The Baby Chicks' (Palestinian Children's Song) by using sol-fa (dms, d'ls, dmss, ddmss,d'ls) and sing the remainder of the song, a capella to the students, by rote, using the Arabic transliteration (phonetics). * Hand each student a feather and then introduce them to the word improvisation. * Teacher will demonstrate the improvised section on an Orff instrument in C pentatonic so students can perform the feather section (movement). * Have the students review the simple dance steps for section A. * Sing the song, perform the dance steps and add the improvised section (teacher) with feathers (students). | | Assessment for Learning:  Assess student's knowledge and use of sol-fa  Assess student’s understanding of improvisation | |
| **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**   * Depending on the number of objects or pictures returned from the exit ticket request in lesson 3, either divide the class into small groups or use the whole class to discuss rondo form. * If no one has brought a suitable item in rondo from, project one of the pictures from the Aga Khan collection (Abarello AKM 787 <https://agakhanmuseum.org/collections/albarelli> (Syria) and Pen Box AKM 643 <https://agakhanmuseum.org/collections/pen-box> (Iran) on the screen and review the pattern of ABACA. You could also use an item from your home or classroom if none are brought to class. * Hand out the composition and burger creation sheet that was started in lesson 2. * Tell the students they have created their A section to the composition side of the sheet and should now add in the remaining A sections on their paper. Remind them that the A sections should be the same. * Have each child or small group choose a drum from the classroom to experiment on. * Allow the students time to create their B and C sections, reminding them that they must be different. Learning will happen through playing and exploring the sounds they have created, making changes when needed or desired. * Explain to the students that they need to add a legend on the top of their rhythms to indicate where they would like the musician to play their drums and/or sticks. (e.g. side, center, rim, sticks together, floor)   Teacher note: While the class is working to complete their compositions, take small groups aside to the Orff instrumentarium to review the ostinato patterns from last class. Each group is to learn a different part. (e.g. bass, alto, soprano etc.) Also choose a small group for the improvised section, feathers and dance, as well as the auxiliary percussion parts. | | 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 composition (rhythmic patterns and 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**   * Leaving about 15 minutes to the end of class, gather the student’s work, put away the drums and ask the students to go to the Orff instruments, feathers, dance, or auxiliary percussion they just worked on with you in small groups. * Review the song, ‘The Baby Chicks’, and have some students sing, some play instruments and others dance. * Do a full performance with all of the parts included- Orff instruments, feathers, dance, vocal and auxiliary percussion. * Review the terms bordun (broken and chordal) as well as tonic and dominant.   Further lessons/extensions may include the following:  Additional time to complete, practise and perform their composition for the class.  Assessment of their composition performances (rubric) as well as Orff routine.  Using the Orff arrangement of 'The Baby Chicks' as a performance piece for Asian Heritage month assembly.  A virtual or class visit to the museum to see the actual pieces examined and look for additional ones in the same form.  Have students create their own Abarello using a glass or plastic vase and a variety of beads. They are to glue them on using the patterns of a rondo form.    Sample vase | | Assessment of Learning:  Determine if students understand musical terms of ostinato, pentatonic, high doh, broken and chordal bordun through performance  Assessment for Learning:  Formative assessment of their performances (compositions and Orff routine with dance) | |