

## Lesson Plan #1

Grade/Subject: Grade 4 Music Unit: Rhythm and movement Lesson Duration: 45

### OUTCOMES FROM ALBERTA PROGRAM OF STUDIES

**General Learning Outcomes:** Students will develop musical skills and knowledge. Students will develop insights into music through meaningful musical activities.

**Specific Learning Outcomes:** Students will understand that musical phrases, which give organization to music, may be short or long. Students will use expression to show that dynamics can change suddenly.

### LEARNING OBJECTIVES

*Students will:*

1. Understand Rhythm, Melody, and Form from the “A” Section of Fossils by C. Saint-Saens.
2. Sing, dance and play to the music.
3. Listen and understand the story (Voyage on the high “C’s”).

### ASSESSMENTS

**Observations:** Formative assessment and peer review throughout the process of learning.

**Key Questions:** Who is C. Saint-Saens? What is a Fossil? What is a repeat sign and how does it work?

**Written/Performance Assessments:** Formative assessment of the performance of “Section A” from today’s activity by students as a class. Also participation and attitude will be observed throughout the class.

### LEARNING RESOURCES CONSULTED

**Resource #1:** Fun with Composers Volume 1 (Pg.49-53)

**Resource #2:** Alberta Education: Music Program of Studies (Elementary)

### MATERIALS AND EQUIPMENT

- \* Music Map
- \* Rhythm Sticks (If Available)
- \* CD with music
- \* Pirate Clothing (Optional)
- \* Fidgets will be available for students who need them

### PROCEDURE

#### **Introduction (15 min.): Background Knowledge**

*Hook/Attention Grabber:* Read “Voyage on the high “C’s” with integrated rhythm preparation **(8 Min)**

*Assessment of Prior Knowledge:* “Think, Pair, Share” in groups of 4-6 about what students know about Fossils. Have one person from each group (Whoever’s birthday is closest) be the talker and have short class discussion of what different people know. **(4 Min)**

*Expectations for Learning and Behaviour:* Attentive behaviour in a fun learning experience which will have the students out of their seats moving around. Students should be willing to take risks and try something new.

*Transition to Body:* Listen to the actual song “Fossils” and briefly talk about who exactly C. Saint-Saens was. **(3 min)**

#### **Body (25 min.):**

**Learning Activity #1: Rhythm Reading-** In this exercise the students will be given 1 minute to look at the Rhythms provided, a second minute to try it with their partner and see if it matches, and then finally the class will do it together 2-3 times to ensure that students understand the Rhythm. These Rhythms will be on the board (Whether it's smart or white) for students to view and demonstration from teacher will begin this activity. **(5 mins)**

*Assessments/Differentiation: Students can view the rhythms visually, hear them aurally and kinaesthetically participate within the activity. A variety of things can be used for the rhythm including sticks and clapping.*

**Learning Activity #2: Singing-** Students will recognize that the rhythms they previously learned and the song, Fossils, that was listened to are directly related to the song described in "Voyage of the High "C's". Students will now learn the notes and melody to Fossils in a teacher demonstration that will lead to full class participation. **(5 mins)**

*Assessments/Differentiation: Formative assessment and descriptive feedback will be given throughout. Aid of a piano playing the melody will be given for students who do not remember the pitches as easily. (Provided by teacher)*

**Learning Activity #3: Acting-** Students will be split up evenly into "Pirates" and "Skeletons" for performance of "Section A" (Have students choose which side they want but numbers should be relatively even). Have students understand their different roles in "Section A" Rhythmically and melodically and how the Skeletons and Pirates trade rolls and follow one another. **Formation: Skeleton Group** sits in a small circle (in the middle of the floor) with rhythm sticks. **Pirate Group** pirates are paired off in partners and make a larger circle around the skeleton group. Partners are facing each other for the body percussion.

**(5 mins)**

*Assessments/Differentiation: Students should be encouraged to have fun and explore their acting abilities during this section.*

**Learning Activity #4: Putting it all together-** At this point all three different concepts will come together and an informal "Performance" in the classroom will take place. Teacher should be involved and lead this exercise for students to have a visual aid throughout. This will be rehearsal time and can be repeated many times until the students feel comfortable with it. **(10 Mins)**

*Assessments/Differentiation: Formative assessment in the form of verbal feedback will be provided throughout.*

### **Closure (5 min.):**

*Consolidation/Assessment of Learning:* The final performance in class will be formatively assessed for all students together and **exit slips** will be provided with questions to assess student learning.

*Feedback From Students:* **Exit Slips** will have a question asking for what students liked and what they didn't like about what happened in class today. **(3 min)**

*Feedback To Students:* Verbal feedback will be given to students as a class letting them know how they did today. **(1 min)**

*Transition To Next Lesson:* "Can you guess what happens to the pirates and skeletons in the next section of the piece?" Next class will be the next section of the song which will then be combined with "Section A" which was learned today. **(1 min)**

## Sponge Activity

If there is extra time at the end of class students can colour their music map.

## Lesson Plan #2

Grade/Subject: Grade 4 Unit: Rhythm and Movement Lesson Duration: 45 minutes

### OUTCOMES FROM ALBERTA PROGRAM OF STUDIES

**General Learning Outcomes:** Students will develop musical skills and knowledge. Students will develop insights into music through meaningful musical activities.

**Specific Learning Outcomes:** Students will understand that musical phrases, which give organization to music, may be short or long. Students will use expression to show that dynamics can change suddenly.

### LEARNING OBJECTIVES

*Students will:*

1. Understand Rhythm, Melody, and Form from the “B and C” Sections of Fossils by C. Saint-Saens.
2. Sing, dance and play to the music.
3. Explore Improvisation through movement.

### ASSESSMENTS

**Observations:** Formative assessment and peer review will be present throughout the steps of learning.

**Key Questions:** What is Rondo Form? What is Improvisation and how can it be used?

**Written/Performance Assessments:** Performance task of Sections B and C before end of class for formative assessment. Participation and attitude will be observed by teacher throughout lesson. Exit slips with key questions will be required to be filled out at end of class.

### LEARNING RESOURCES CONSULTED

**Resource #1:** Fun with Composers Volume 1 (Pg.49-53)

**Resource #2:** Alberta Education: Music Program of Studies (Elementary)

### MATERIALS AND EQUIPMENT

- \* Music Map
- \* Rhythm Sticks (If Available)
- \* CD with Music
- \* Pirate Clothing (Optional)
- \* Pre-made Exit Slips
- \* Agenda (Written on Board)
- \* Fidgets will be available for students who need them

### PROCEDURE

**Introduction (15 Min.):**  
**Review of Last Weeks**  
**Lesson/ New Material**  
**Involving Todays**  
**Lesson**

*Hook/Attention Grabber:* Have students make up a word, share in groups of three (consisting on the two people closest to where you currently are) and have the best word (Decided by the group of three) ready to be told to the rest of the class. (Have the youngest member of the group say the word). This is an exercise introducing improvisation. Definition of improvisation will be given after the activity. **(8 Min)**

*Assessment of Prior Knowledge:* Ask Key Questions from the last class and have students answer by raising their hands. Ask questions about “Section A” and “Voyage on the High Cs” from last class. If students are shy start with easy, no wrong answer questions such as “**How do you think the pirates felt when they first saw the skeletons?**”. **(4 Min)**

*Expectations for Learning and Behaviour:* Students are expected to be attentive in a fun learning environment which will have students out of their seats moving around. Students should be willing and feel safe to to take risks and step outside of their comfort zone.

*Advance Organizer/Agenda:* Agenda for todays class should be written on board chronologically to the order that things will be done.

*Transition to Body:* Students will be asked how many different “Parts” of the song Fossils they can hear. (Play song once) **(3 Min)**

**Body (25 Min.): Learning of Rondo Form as well as “Sections B and C” of “Fossils”.**

**Learning Activity #1: “What is a Rondo?”** Discuss what a rondo is. Explain to students that it is like a musical club sandwich. The piece of bread is represented by Section A, and then some meat might be placed on it (Section B), followed by another piece of bread (Section A), and then perhaps some cheese (Section C), and then topped with a last piece of bread (Section A). Write out the form on the board: ABACA. **“Is this a rondo?”** (Yes it is.) Discuss what’s happening in the story within each of the sections. Reference the story from last class and ask the class **“What do you think is happening in each section?”** \***WHAT IS ACTUALLY HAPPENING\*** **A:** Skeletons’ dance, then pirates’ mimic. **B:** Pirates tease each other pretending to be ghosts, and then on “Twinkle Twinkle Little Star” theme, the skeletons make fun of them and boldly skip around the pirates. **C:** The captain awakens from his sleep, and investigates the noise aboard the wreckage (pirates and skeletons freeze, not wanting to get caught). Listen to track #9 on the CD which is “Fossils.” This will reinforce the sequence of events. **(7 Min)**

*Assessments/Differentiation: The question “What is a Rondo?” will be asked on Exit Slip.*

**Learning Activity #2: Section B: “Pirates’ Scare and Skeletons’ Tease” Let’s Improvise!** Have students listen to “Section B” in the music. Ask if they can hear where the pirates are moving around each other acting like ghosts trying to scare each other? (**Can you hear where the pirates are moving around each other acting like ghosts to scare each other?**) **What could possibly be happening when the “Twinkle Twinkle Little Star” theme starts?** (Skeletons are mocking the scared pirates, who are acting like scared children. They skip around the pirates in a child like way, and return to their spot at the end of the phrase). Keeping the same two groups and formation that you had with “Section A”, have pirates **improvise** ghostlike movements, teasing each other. (Creatively move around each other for eight beats each for a total of sixteen beats.) **Try with the music.** Keeping sticks discreetly in hands, skeletons then boldly skip around the pirates, looking at them as if they were young children. Demonstrate, singing aloud, **“Scaredy, scaredy, scaredy cats! Pirates are such scaredy cats!” (2x)** Tell the students that the skeletons must return back to their inner circle by the end of the theme. Teach students this small melody by rote (By singing it and having them repeat it), and then ask them to try skipping around the pirates as you help them sing. Try it from the very beginning using the first track of “Fossils” (with lyrics to help guide students). **(9 Min)**

*Assessments/Differentiation: Formative Assessment will take place viewing the students willingness to participate.*

**Learning Activity #3: Section C: Captain’s Arrival** Ask students if they recall what happened in “Section C”. (Captain James came aboard the Ghost Ship to investigate what all the commotion was about. Since it was dark, he strolled across the deck unable to detect the pirates and skeletons that stood frozen in their places. The captain then returned back to his ship where he went back to sleep.) First, listen to the music for “Section C”, and ask students what type of mood they feel it sets. (Happy, proud, curious...) Ask students if they could act out (**Improvise**) how the captain might be strutting about the ship to this music. Ask students for a volunteer to play the role of the captain for “Section C”. Keep the same groups as were determined in “Section A”. Ask students to get into their positions (skeletons in the inner circle, pirates in partners surrounding them, and the selected captain ready to stroll about). Play the music having students act out their parts. Review the form with the students, talking through how they would need to move through each section. Ask students to get into their positions, and take it from the beginning. Switch parts allowing students to experience being both the pirates and the skeletons. **(9 Mins)**

**Closure ( 5 Min.):**

*Consolidation/Assessment of Learning:* Performance of sections B and C/ Answers to Key Questions on Exit Slips. **(3 Min)**

*Feedback From Students:* Exit Slips containing Key Questions as well as room for comments or feedback on todays lesson. **(1 Min)**

*Feedback To Students:* Positive, descriptive feedback on how todays lesson had gone verbally. **(1 Min)**

*Transition To Next Lesson:* **Are you excited to put it all three sections together? Next week we will put on our very own production of “Fossils”. “You have one minute to get into groups of 5 or 6. Remember that you will need at least one pirate, one skeleton and a captain for our performance next class.”**

**Sponge Activity**

If students finish early the extra time will be used to rehearse the fun performance further.

## Lesson Plan #3

Grade/Subject: Grade 4 Unit: Music Lesson Duration: 45 mins

### OUTCOMES FROM ALBERTA PROGRAM OF STUDIES

**General Learning Outcomes:** Students will develop musical skills and knowledge. Students will develop insights into music through meaningful musical activities. Students will develop insights into music through meaningful musical activities. Students will learn how to prepare for an audition setting.

**Specific Learning Outcomes:** Students will understand that musical phrases, which give organization to music, may be short or long. Students will use expression to show that dynamics can change suddenly. Students will understand that music may move to a steady beat. Students will understand that rhythm patterns can accompany melody.

### LEARNING OBJECTIVES

*Students will:*

1. Learn how to successfully film an “audition” of the complete song of “Fossils” using iMovie in groups of 5-6.
2. Perform the song, dance and rhythm patterns involved in “Fossils” in their entirety in a performance setting.
3. Use iPads and iMovie effectively to enhance their performance.

### ASSESSMENTS

**Observations:** During the process of the lesson the teacher will roam through the groups to ensure that any questions they may have are being answered and that they are on task. Formative assessment may take place in the form of suggestions given to different groups.

**Key Questions:** What is an audition and why do people do them? How can an audition be made to ensure it is successful? What components make a performance successful?

**Written/Performance Assessments:** The “audition tape” that they have created will be summatively assessed in accordance to the rubric which has been supplied to the students pre-assessment. This performance task will take most of the class this period and students should be given more than enough time to complete the required task.

### LEARNING RESOURCES CONSULTED

**Resource #1:** Fun with Composers Volume 1 (Pg.49-53)

**Resource #2:** Alberta Education: Music Program of Studies (Elementary)

### MATERIALS AND EQUIPMENT

- \* Music Map
- \* Rhythm Sticks (If Available)
- \* CD with Music
- \* Pirate Clothing (Optional)
- \* Pre-made Exit Slips
- \* Agenda (Written on Board)
- \* iPads with iMovie loaded on them
- \* Assignment and rubric for students
- \* Fidgets will be available for students who need them

### PROCEDURE

**Introduction (10 min.):**

*Hook/Attention Grabber:* “Does anyone know what is an audition and why do you think people do them?” Play Youtube video “<https://youtu.be/dtHfRJIiTcC>” which demonstrates a successful audition on the X Factor in a fun way. (Video of trombonist/dancer) Briefly talk about why this audition was successful and what the students like best about it. List keywords from students on the board on what they liked best about the audition and have them refer to the list while recording their own. **(5 Mins)**

*Assessment of Prior Knowledge:* A quick rehearsal with the entire class will be done to ensure that they remember the work from the previous two lessons. Formative assessment and suggestions will be given during this time to ensure that students understand the different roles involved in the performance. **(5 Mins)**

*Expectations for Learning and Behaviour:* Students will be expected to be active participants in the ensemble for the performance. Students should be willing and feel safe to take risks and step outside of their comfort zone.

*Advance Organizer/Agenda:* Agenda for today's class should be written on board chronologically to the order that things will be done for clarity of both the students and the teacher.

*Transition to Body:* “Now it is your turn to do an audition.” Students will then go into their groups which were decided last class to prepare for the next activity. (students will

### **Body (30 min.):**

***Learning Activity #1:*** Assessment of prior knowledge of the use of iPads and the program iMovie will be done at this time in the form of a question for the students. “Has anyone every used an iPad before? If you have used an iPad are you familiar with the program iMovie?” Introduction to the use of iMovie for those who are unfamiliar. At this moment the teacher will open iMovie on the smart board and walk through the steps involved in recording a video with sound. A brief demonstration by the teacher will be done which will go through how to open the program which will be loaded onto the iPads, how to begin a new project, how to record and select to use certain footage, how to check that the mic is working and to put music behind the actions. The student whose first name has the most letters will go and get one iPad for their group. Students will then be given a few minutes to familiarize themselves with the program before going to record their “audition”. **(5 Mins)**

*Assessments/Differentiation:* Students will be randomly asked throughout the explanation to paraphrase what the teacher has said to both reinforce what has been said as well as keep the students on the task at hand. Students will be allowed to choose a space that works best for their learning and where there isn't interference from other groups work. (Extra work areas should be available and booked for this class ahead) **Assignments will be handed out during this time before students leave into their separate areas.**

***Learning Activity #2:*** “How can an audition be made to ensure it is successful?” A brief talk with the students and reference back to the list on the board will remind them of aspects to consider within their own performance. Time will be given for students to go and record their audition tape. Multiple rooms should be booked so that there is no crossover of sound or interruptions from other groups who are also recording. During this time students will be expected to plan how they would like to make their tape as effective as it can be as outlined in the rubric. Students will be asked to consider how they could set up the iPad so that everyone can be in the video and some suggestions will be made by the teacher. *(iPads have a case that allows them to be stood up and the Captain could start/end the video because of their absence at the start of the performance)* **(20 Mins)**

*Assessments/Differentiation:* During this time the teacher will wander from group to group to ensure that they are on task and to answer any questions the students may have. The teacher will also offer formative assessment in the form of verbal recommendations for the students on how to improve their performance. Students will have options of using costumes and adding “extras” into their performance if they choose to.

***Learning Activity #3:*** Students will be shown through demonstration how to upload their video to a shared folder where the teacher will grade the videos. The smart board will be used to guide this demonstration and one student from each group will follow the steps and be asked to **Please put your group number (Which will be assigned by which room they are using) as the title of the file.** **(5 Mins)**

*Assessments/Differentiation:* Students will be allowed to choose which group member will follow the instructions to upload.

### **Closure ( 5 min.):**



*Consolidation/Assessment of Learning:* The final product will be uploaded to a folder from the iPads for the teacher to assess at a later time and will be used as proof of learning from the previous lessons.

*Feedback From Students:* Exit slips and formative assessment in the form of questions will be given to students. Exit slips will have the key questions from today's lesson on them. **(3 Mins)**

*Feedback To Students:* Students will be congratulated on what may have been their first ever audition and asked how the experience was for them. **(2 Mins)**

*Transition To Next Lesson:* Next week we will be exploring the exciting ideas of...

## Sponge Activity

If there is extra time at the end of the class students will get to watch each others performances from the file they uploaded.

# Mini Unit Plan Overview

**Teacher** Kevin Jackson

**Subject** Grade 4 Music

**Topic/Focus** Rhythm, Singing, Movement

<b>Overarching Question</b>	How can Singing, Rhythm and Movement come together to create a performance?
<b>Learner Considerations</b>	1.) Options for limited movement students 2.) Open space available for movement 3.) Enough “music maps” for all students 4.) Scaffolding process for success of ALL students
<b>Performance Task Overview</b>	Students will “Audition for Juilliard” with the skills and music they have learned from the previous classes (Fossils Music). Students will be separated into small groups where they will be given an iPad for use with iMovie loaded and ready to go. They will then record their “Audition” on the iPads with the option of adding extra percussion instruments or acting sequences (Creative License). Students will be marked on accuracy of the demonstrated movement and musicality.

Learner Outcomes		Links to Overarching Question/sub-questions	Assessment Criteria <i>Students provide evidence of their learning as they...</i>
General Outcomes	Specific Outcomes		
Students will Understand basic Rhythms consisting of Quarter, Half and Eighth notes.	Through clapping students will perform the correct Rhythms from “Fossils”.	Rhythm is an important aspect of performance and should be understood.	“Clap Patterns” provided for the various sections of the piece.
Students will sing.	Through singing of the melodies of “Fossils” students will gain a sense of pitch and melodic phrases.	Singing is an important aspect of performance and should be done without restraint.	Sing all three sections of “Fossils” with the aid of their music map.
Students will use movement.	Through Acting through the three sections of “Fossils” students will be able to link movement to music and hear where the beats land.	Movement is an important aspect of performance and can be used as a base for teaching improvisation.	Act out the movements designated to individuals as part of the story accompanied by the music.
Students will perform.	Through the performance and recording of “Fossils” students will understand the different aspects and how they coincide to create performance.	This aspect will clearly determine whether or not the students understand the overarching question.	Perform and record all aspects of the song “Fossils” which will then be assessed by teacher.

# Assignment #1: Juilliard School Audition

In this assignment you will create a video with your group of 5-6 demonstrating your ability to perform all aspects of “Fossils” which we have learned the previous two lessons. Your group should designate who is going to do each aspect of the performance (Pirates, Skeletons, Captain) before filming occurs. Through this activity students will demonstrate how singing, rhythm and movement can come together to create a performance which will be filmed using iMovie on iPads. One iPad will be assigned to each group.

<b>Course</b>	3. Students will gain insights into music through meaningful musical activities.
<b>Outcomes</b>	4. Students will use self-expression and creativity.
<b>Assessed</b>	5. Students will develop musical skills and knowledge.

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## Assignment Timeline/Submission Items

Video created in class submitted to online folder.

**Due:** By the end of class

## Assignment Components

This assignment will be completed in groups of **5-6** students, which were the groups that were selected last week, and shall be finished within the class time given in todays class. Students are expected to decided on who will be playing which role within the ensemble, this should be decided democratically to avoid any unhappiness from within the group. Once the parts are assignment students are encouraged to practice a few times before they record to ensure that the entire group know their role and any changes that the group decides to make can be practiced before the recording. You are encouraged to elaborate the story through your movement and acting in creative ways and to HAVE FUN throughout this experience. Remember that this is a mock audition that is meant to simulate what it would be like to send in your performance for adjudication.

You are required to create a video showing your best work as a group using iMovie and upload it to the folder (**Juilliard Auditions**) found on the iPad. Remember to smile and enjoy the performance, you have all worked hard to learn this so this is your time to shine.

## Good Luck!

**Rubric for the video performance of “Fossils”**

**4**  
Excellent      **3**  
Proficient      **2**  
Adequate      **1**  
Limited

Singing	Singing is done <b>perfectly</b> in unison with minor or no discrepancies in pitch.	Singing is done <b>well</b> in unison with minor or no discrepancies in pitch.	Singing is done <b>okay</b> in unison with some discrepancies in pitch.	Singing is done <b>poorly</b> in unison with many discrepancies in pitch.
Movement	Movement is <b>Accurate</b> and <b>Engaging</b> to watch and demonstrates <b>Mastery</b> of the movement aspect.	Movement is mostly <b>Accurate</b> and <b>Engaging</b> to watch and demonstrates a <b>Command</b> of the movement aspect.	Movement is somewhat <b>Accurate</b> and <b>Engaging</b> to watch and demonstrates <b>knowledge</b> of the movement aspect.	Movement is not <b>Accurate</b> and <b>Engaging</b> to watch and demonstrates <b>some use</b> of the movement aspect.
Rhythm	Rhythm is <b>Precise</b> and coordinated <b>Perfectly</b> in time with the music.	Rhythm is mostly <b>Precise</b> and coordinated <b>Well</b> in time with the music.	Rhythm is somewhat <b>Precise</b> and coordinated at an <b>Okay</b> level in time with the music.	Rhythm is not <b>Precise</b> and coordinated <b>Poorly</b> in time with the music.
Group Interaction	The group works in <b>Absolute</b> unison and <b>Engage</b> the audience through interaction.	The group works in <b>Coordinated</b> unison and <b>Entertain</b> the audience through interaction.	The group works in <b>Somewhat</b> unison and <b>Amuse</b> the audience through interaction.	The group works in <b>Poor</b> unison and <b>Fail to engage</b> the audience through interaction.
Overall Performance	The full performance is <b>Exciting</b> and has a <b>Commanding</b> control of the different aspects of performance.	The full performance is <b>Interesting</b> and has a <b>Solid</b> control of the different aspects of performance.	The full performance is somewhat <b>Interesting</b> and has an <b>Okay</b> control of the different aspects of performance.	The full performance is <b>Uneventful</b> and has a <b>Poor</b> control of the different aspects of performance.

## Scaffolding – Lesson Plans

		C & I		ASSESSMENT		ED PSYCH	ED TECH
Lesson Overview	Description	Connections to Overarching Questions/ Sub-Questions	How does your lesson scaffold to your performance task?	What core assessment concepts inform your design choices?	Connections to learning theories & demonstration of attention to classroom structure and climate	Describe how communication technology uses in the lesson/s will promote student engagement toward an identified learner outcome. This should provide a strong rationale for using technology	
		<p><b>Lesson Outcome:</b></p> <p><b>GLO's:</b> Students will develop musical skills and knowledge. Students will develop insights into music through meaningful musical activities.</p> <p><b>SLO's:</b> Students will understand that musical phrases, which give organization to music, may be short or long. Students will use expression to show that dynamics can change suddenly.</p>	<p><b>Overarching Question:</b></p> <p><b>How can Singing, Rhythm and Movement come together to create a performance?</b></p> <p>The first lesson of this series will cover all aspects of the overarching question in a small setting. The first lesson covers the aspects of Rhythms, Movement, and singing within the first section of "Fossils". The students will be able to realize that it takes all three of these aspects to create the full performance but that all of the aspects are important for the creation of the final product. These three aspects will be addressed separately and then integrated into each other slowly for the students to see the larger picture.</p>	<p>My first two lessons are constructed in a way that they build up to the summative performance task that happens in the third lesson. I have integrated small steps leading to the use of all the steps at the same time in a learner friendly way to ensure that students learning can be successful. My first lesson starts with general knowledge about what the task at hand is as well as a introduction to how the class is going to learn all the aspects of performance. These three separate aspects of performance are then taught individually before they are put together. This ensures that the students are staying well within their zone of proximal development and are scaffolding themselves up to more complicated techniques.</p>	<p>The core assessment concepts that I have kept in mind throughout this process are those of fairness, validity and reliability. I have attempted to prepare my students through the first two lessons in a way that allows for differentiation of learning and uses the scaffolding process as to have them prepared for the summative assessment in lesson three. Through the use of these three concepts I am trying to create the best learning atmosphere that I can as a teacher where the guidelines for success are clearly laid out and students do not feel overwhelmed but challenged.</p>	(See lesson 2)	(See lesson 3)

**Lesson Description:**

In the first lesson students are introduced to composer Camille Saint-Saëns and his composition "Fossils". This piece will be introduced in a fun way through the resource **Fun with Composers** which opens the lesson with a story to go behind the music. The story will be read from students will the integration of thought provoking questions throughout . Within the story there are breaks where rhythms are learned through clapping and the use of Rhythm Sticks which will be used after the story is finished to integrate the melody. After the story is finished students will listen to the song associated with the story and ask what parts of of the song sound like different parts of the story. This lesson will be focusing on the "A" section of this Rondo and students will learn aspects of Rhythm, Movement and Melody for the first section. There are four learning activities within this lesson. The first three sections cover Rhythm, Movement and singing individually and the final learning activity put the three aspects together in a full class "Performance" of the "A" section.

Through the use of the different aspects of performance throughout this lesson the connection to the overarching question is undeniable. This lesson is built on the outcomes I wish to address for my students and is linked strongly to my overarching question. Students get the chance to see all aspects of this performance separately and how they can compound on each other to create something bigger. Each aspect of performance will be demonstrated and mastered by the students before more complicated situations are created. This will involve extensive scaffolding for the students and give them the chance to be in their personal realm of proximal development throughout the course of the lesson.

<b>In st r u</b>	<b>Description</b>	<b>Connection to Student Engagement and Learning</b>	<b>What formative assessment techniques will you be using? What information will you be collecting? How will you use that information?</b>	<b>How does your use of formative assessment reflect key assessment concepts?</b>	<b>Connections to learning theories &amp; demonstration of attention to classroom structure and climate</b>	<b>Describe any potential downsides to using this technology.</b>

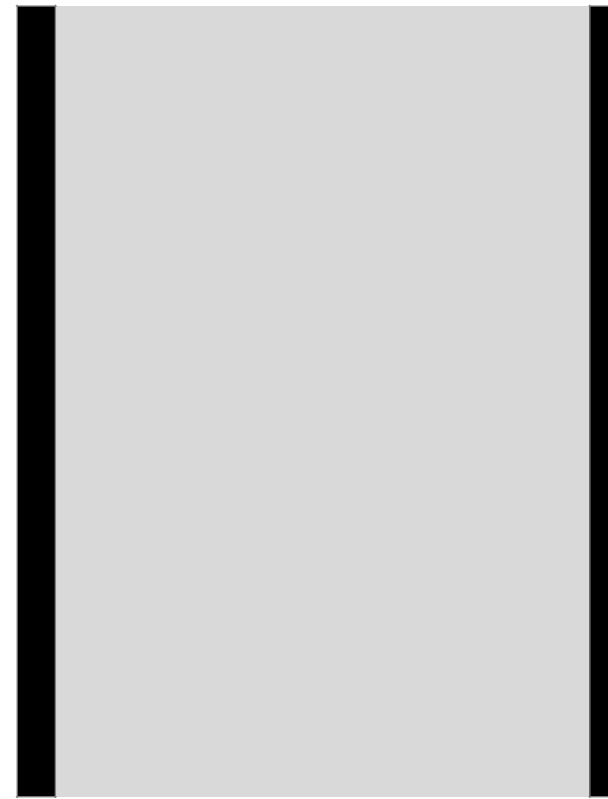
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<p><b>What is the teacher doing?</b></p> <p>Throughout this lesson the teacher will be playing an active role through participation/ demonstration for the students. The teacher will be in control of the music which the students will be actively following and formatively assessing them verbally throughout for clarity.</p>	<p>The teacher will be passionate and engaging for the students to get them excited about the task at hand. By formatively assessing the students verbally throughout the lesson, AKA verbal feedback, they will gain a better understand of what needs to be done and how it can be done properly. Because the teacher is an active participant within the lesson the students hesitance to participate will be less.</p>	<p>Throughout the course of my first two lessons I will be giving verbal formative assessment continuously. Throughout the learning my students will have lots of feedback which is both positive and constructive, I believe this can help reinforce the concepts as they are being learned by the students. At the end of each of the first two lessons I will also be using exit slips as another source of formative assessment. These exit slips will contain the key questions from each class as well as a section to give feedback to the teacher. I feel that it is important for a teacher to always be reflecting on how they could improve for their students and this section could provide suggestions on how students could better learn. The information that I gain from this different assessment techniques will be used to improve the learners experience for the next lesson as well as to ensure that all of my students are grasping the concepts that I am teaching.</p>	<p>I feel that through the use of formative assessment that I am using I can reinforce the ideas of fairness, validity, reliability and differentiation. Through feedback and assessment from the exit slips I can see which students need a different way of learning to be more successful. This will allow me to see what different learners need to be successful and feel safe to do their best work in the classroom while maintaining my core principals of assessment at the same time.</p>	<p>(See lesson 2)</p>	<p>(See lesson 3)</p>
<p><b>What are the students doing?</b></p> <p>The students will be actively participating throughout the lesson as it moves through the different learning activities. Students will be asked thought provoking questions throughout the story at the start of the lesson to keep them active and engaged. Students will begin in their seats but will be up moving around shortly after the story is complete to learn the different aspects of performance involved with this task. Students will take part in singing, creating rhythms and using movement throughout the lesson.</p>	<p>The nature of this lesson is to be up and moving around for the students which creates an engaging atmosphere for the students where deep learning can occur. Having students working in a group setting with collaboration on how to make things function smoother allows them to have input into how to do things. This gives then a certain sense of control which will make them be more active participant within the class.</p>				

**Sequence of key questions.**

The key questions I have chosen to ask within this lesson are “Who is C. Saint-Saens? What is a Fossil? What is a repeat sign and how does it work?” I have chosen these questions strategically to cover other outcomes within my lesson. The first two questions fall into the context of music history while the third question is involved with the theoretical aspect of music.

Having thought provoking questions rather than knowledge based questions integrated into the lesson allows students to think and answer in a way that is fitting to themselves. Having this time to wonder and consider the possibilities of the question is a great way to expand students minds in a safe, caring environment. Having the questions referred back to throughout the lesson will also help reinforce the ideas with them as well as allow the students to see the answers to these questions in different ways.





**Evidence of Lesson components (opening, closing, content, timeline)**

My lesson is clearly broken into sections within the lesson plan and precise amounts of time have been assigned to each of the activities within each section. (Intro 15 mins, Body 25 mins, Conclusion 5 mins) The introduction portion of my lesson is broken into a Hook/attention grabber (8mins), an assessment of previous knowledge (4 mins), expectations for students behaviour, and transition to the body of my lesson (3 mins). The body of my first lesson consists of of four learning activities. The first three learning activities are broken into 5 minute slots while the final learning activity takes 10. The closing section of my lesson has a consolidation/ assessment of student learning which is linked with my feedback from students. This portion will be done using exit slips and will take 3 minutes. Feedback will then be given to the students on todays lesson for 1 minute followed by a transition to the next lesson which also be for one minute. A sponge activity has been provided for the chance that there is extra time.

Having a lesson structured in a way that I have constructed it is helpful to students learning because there is a definitive beginning, middle and end to every part. This is helpful for students to solidify their understanding throughout the course of the lesson. I will have the agenda for the class on the board as an outline for how the lesson will be constructed. A strong sense of structure within the classroom aides learning and can help students to not feel overwhelmed.

**Scaffolding – Lesson Plans**

**C & I**

**ASSESSMENT**

**ED PSYCH**

**ED TECH**

Lesson	Description	Connections to Overarching Questions/ Sub-Questions	How does your lesson scaffold to your performance task?	What core assessment concepts inform your design choices?	Connections to learning theories & demonstration of attention to classroom structure and climate	Describe how communication technology uses in the lesson/s will promote student engagement toward an identified learner outcome. This should provide a strong rationale for using technology
2020 Review	<p><u>Lesson Outcome:</u></p> <p><b>GLO's:</b> Students will develop musical skills and knowledge. Students will develop insights into music through meaningful musical activities.</p> <p><b>SLO's:</b> Students will understand that musical phrases, which give organization to music, may be short or long. Students will use expression to show that dynamics can change suddenly.</p>	<p><u>Overarching Question:</u></p> <p><b>How can Singing, Rhythm and Movement come together to create a performance?</b></p> <p>The second lesson of this series will cover all aspects of the overarching question in another portion of the piece of music. The second lesson covers the aspects of Rhythms, Movement, and singing within the second section of "Fossils". The students will be able to realize that it takes all three of these aspects to create the full performance but that all of the aspects are important for the creation of the final product. These three aspects will be addressed separately and then integrated into each other slowly for the students to see the larger picture.</p>	<p>My first two lessons are constructed in a way that they build up to the summative performance task that happens in the third lesson. I have integrated small steps leading to the use of all the different steps at the same time in a learner friendly way to ensure that students learning can be successful. My second lesson starts with slightly more complicated knowledge about what the task at hand as well as a reinforcement of how the class is going to learn all the aspects of performance. These three separate aspects of performance are then taught individually before they are put together. This ensures that the students are staying well within their zone of proximal development and are scaffolding themselves up to more complicated techniques.</p>	<p>The core assessment concepts that I have kept in mind throughout this process are those of fairness, validity and reliability. I have attempted to prepare my students through the first two lessons in a way that allows for differentiation of learning and uses the scaffolding process as to have them prepared for the summative assessment in lesson three. Through the use of these three concepts I am trying to create the best learning atmosphere that I can as a teacher where the guidelines for success are clearly laid out and students do not feel overwhelmed but challenged.</p>	<p><b>Connection to Learning Theories:</b></p> <p>Throughout the course of lesson two I have kept many educational psychology ideas in mind. For example I am following Vygotsky's thought involving the zone of proximal development. Through the use of the scaffolding process I am ensuring that my students are being pushed to become better but that they are not being pushed to the point of not knowing how to do what I am asking them. By keeping them in this area of development I am allowing deep learning to occur and through that a better understanding of the concepts is happening. I will have fidgets available for students who feel the need to have some form of movement or a texture to feel while instruction is taking place. By having this as an option I hope to help distracted learners feel comfortable while still learning what they need to learn. I intend to ensure that Maslow's hierarchy of needs is being met for my students so that they are as successful as they can be in the classroom.</p>	<p>(See lesson 3)</p>

**Lesson Description:** Lesson two is built to accompany and further lesson #1. This lesson will begin with an introduction to what improvisation is for the student. This ties into one of the key questions for today's class. An activity where the students will make up words that are not real, share in their groups, and then present the groups' favorite made-up word with the rest of the class. This will then be explained to be improvisation in a sense and a further explanation of what improvisation in the musical sense can be will be given. After this opening is finished a transition the body will be made while the students listen to a recording of "Fossils" performed by a professional symphony. In the body of this lesson the students will learn what Rondo Form is, which happens to answer another key question, and they will learn the "B" and "C" sections of "Fossils". This portion of the song is expected to be learned more easily than the first because the students will be familiar with many of the actions, melodies and rhythms that they have learned from last class. This lesson will conclude by running the piece from beginning to end.

Through the use of the different aspects of performance throughout this lesson the connection to the overarching question is undeniable. This lesson is built on the outcomes I wish to address for my students and is linked strongly to my overarching question. Students get the chance to see all aspects of this performance separately and how they can compound on each other to create something bigger. Each aspect of performance will be demonstrated and mastered by the students before more complicated situations are created. This will involve extensive scaffolding for the students and give them the chance to be in their personal realm of proximal development throughout the course of the lesson.

<b>In st r u</b>	<b>Description</b>	<b>Connection to Student Engagement and Learning</b>	<b>What formative assessment techniques will you be using? What information will you be collecting? How will you use that information?</b>	<b>How does your use of formative assessment reflect key assessment concepts?</b>	<b>Connections to learning theories &amp; demonstration of attention to classroom structure and climate</b>	<b>Describe any potential downsides to using this technology.</b>

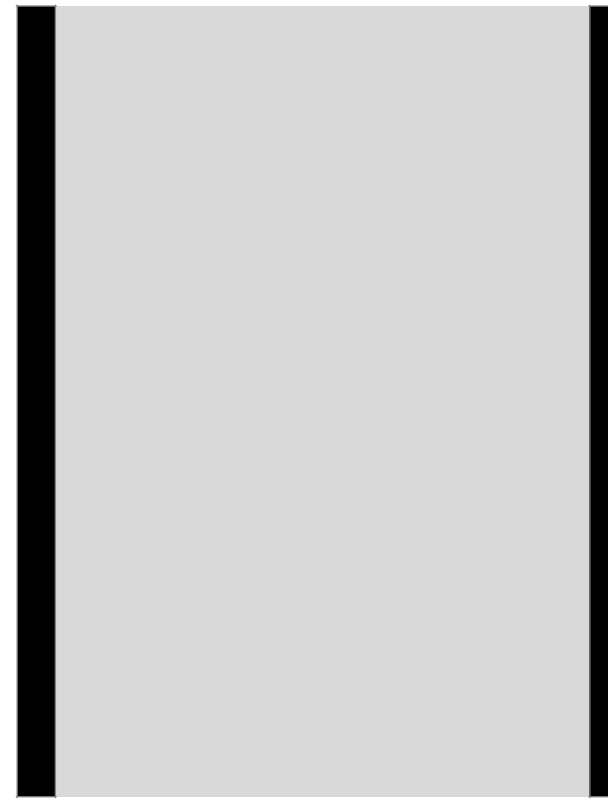
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<p><b>What is the teacher doing?</b></p> <p>Throughout this lesson the the teacher will be playing an active role through participation/ demonstration for the students. The teacher will be in control of the music which the students will be actively following and formatively assessing them verbally throughout for clarity.</p>	<p>The teacher will be passionate and engaging for the students to get them excited about the task at hand. By formatively assessing the students verbally throughout the lesson, AKA verbal feedback, they will gain a better understand of what needs to be done and how it can be done properly. Because the teacher is an active participant within the lesson the students hesitance to participate will be less.</p>	<p>Throughout the course of my first two lessons I will be giving verbal formative assessment continuously. Throughout the learning my students will have lots of feedback which is both positive and constructive, I believe this can help reinforce the concepts as they are being learned by the students. At the end of each of the first two lessons I will also be using exit slips as another source of formative assessment. These exit slips will contain the key questions from each class as well as a section to give feedback to the teacher. I feel that it is important for a teacher to always be reflecting on how they could improve for their students and this section could provide suggestions on how students could better learn. The information that I gain from this different assessment techniques will be used to improve the learners experience for the next lesson as well as to ensure that all of my students are grasping the concepts that I am teaching.</p>	<p>I feel that through the use of formative assessment that I am using I can reinforce the ideas of fairness, validity, reliability and differentiation. Through feedback and assessment from the exit slips I can see which students need a different way of learning to be more successful. This will allow me to see what different learners need to be successful and feel safe to do their best work in the classroom while maintaining my core principals of assessment at the same time.</p>	<p><b>Classroom Climate and Structure:</b></p> <p>Within my classroom it is my hope that from the very beginning of the semester I will have created routines that keep my students in check with both my and their needs. I plan to use sound cues as well have a strong sense of structure within my classroom to enforce this. As I mentioned in the last section I will be using fidgets in my classroom to help people who have trouble focussing stay on task. Having these options to work out extra energy seems to be a much better option that using discipline in my opinion and I want for my students to stay in the classroom so they can learn as much as i can teach them.</p>	<p>(See lesson 3)</p>
<p><b>What are the students doing?</b></p> <p>The students will be actively participating throughout the lesson as it moves through the different learning activities. Students will be asked thought provoking questions throughout the lesson to keep them active and engaged throughout the process. Students will begin in their seats but will be up moving around shortly after the story is complete to learn the different aspects of performance involved with this task. Students will take part in singing, creating rhythms and using movement throughout the lesson.</p>	<p>The nature of this lesson is to be up and moving around for the students which creates an engaging atmosphere for the students where deep learning can occur. Having students working in a group setting with collaboration on how to make things function smoother allows them to have input into how to do things. This gives then a certain sense of control which will make them be more active participant within the class.</p>				

**Sequence of key questions.**

My key questions are: "What is Rondo Form? What is Improvisation and how can it be used?" both of these questions are answered in the first third of my lesson and are referenced throughout the remainder of the lesson to help enforce the understand of the answers for the students.

Having thought provoking questions rather than knowledge based questions integrated into the lesson allows students to think and answer in a way that is fitting to themselves. Having this time to wonder and consider the possibilities of the question is a great way to expand students minds in a safe, caring environment. Having the questions referred back to throughout the lesson will also help reinforce the ideas with them as well as allow the students to see the answers to these questions in different ways.



**Evidence of Lesson components (opening, closing, content, timeline)**

My lesson is clearly broken into sections within the lesson plan and precise amounts of time have been assigned to each of the activities within each section. (Intro 15 mins, Body 25 mins, Conclusion 5 mins) The introduction portion of my lesson is broken into a Hook/attention grabber (8mins), an assessment of previous knowledge (4 mins), expectations for students behaviour, and transition to the body of my lesson (3 mins). The body of my second lesson consists of of three learning activities. The first of the three learning activities is 7 minutes long while the second two are both 9 minutes long. The closing section of my lesson has a consolidation/ assessment of student learning which is linked with my feedback from students. This portion will be done using exit slips and will take 3 minutes. Feedback will then be given to the students on todays lesson for 1 minute followed by a transition to the next lesson which also be for one minute. A sponge activity has been provided for the chance that there is extra time.

Through the use of the different aspects of performance throughout this lesson the connection to the overarching question is undeniable. This lesson is built on the outcomes I wish to address for my students and is linked strongly to my overarching question. Students get the chance to see all aspects of this performance separately and how they can compound on each other to create something bigger. Each aspect of performance will be demonstrated and mastered by the students before more complicated situations are created. This will involve extensive scaffolding for the students and give them the chance to be in their personal realm of primal development throughout the course of the lesson.

**Scaffolding – Lesson Plans**

**C & I**

**ASSESSMENT**

**ED PSYCH**

**ED TECH**

Lesson	Description	Connections to Overarching Questions/ Sub-Questions	How does your lesson scaffold to your performance task?	What core assessment concepts inform your design choices?	Connections to learning theories & demonstration of attention to classroom structure and climate	Describe how communication technology uses in the lesson/s will promote student engagement toward an identified learner outcome. This should provide a strong rationale for using technology
3	<p><b>Lesson Outcome:</b></p> <p><b>GLO's:</b> Students will develop musical skills and knowledge. Students will develop insights into music through meaningful musical activities.</p> <p><b>SLO's:</b> Students will understand that musical phrases, which give organization to music, may be short or long. Students will use expression to show that dynamics can change suddenly. Students will understand that music may move to a steady beat. Students will understand that rhythm patterns can accompany melody.</p>	<p><b>Overarching Question:</b></p> <p><b>How can Singing, Rhythm and Movement come together to create a performance?</b></p> <p>The second lesson of this series will cover all aspects of the overarching question in another portion of the piece of music. The second lesson covers the aspects of Rhythms, Movement, and singing within the second section of "Fossils". The students will be able to realize that it takes all three of these aspects to create the full performance but that all of the aspects are important for the creation of the final product. These three aspects will be addressed separately and then integrated into each other slowly for the students to see the larger picture.</p>	<p>My first two lessons are constructed in a way that they build up to the summative performance task that happens in the third lesson. I have integrated small steps leading to the use of all the different steps at the same time in a learner friendly way to ensure that students learning can be successful. I feel that by this lesson my students will have learned all of the steps necessary to have successful and enjoyable summative assessment. The performance task itself is broken down into manageable chunks and the work is to be divided between 5-6 students making in very achievable.</p>	<p>The core assessment concepts that I have kept in mind throughout this process are those of fairness, validity and reliability. I have attempted to prepare my students through the first two lessons in a way that allows for differentiation of learning and uses the scaffolding process as to have them prepared for the summative assessment in this third lesson. Through the use of these three concepts I am trying to create the best learning atmosphere that I can as a teacher where the guidelines for success are clearly laid out and students do not feel overwhelmed but challenged. I have inlaid these concepts into my summative performance task which will be handed out to the students with fair, clear expectations as well as a rubric which will help guide the students in knowing what what it is that I am looking for.</p>	<p>(See lesson 2)</p>	<p>The outcome I have chosen to associate this question with is that "Students will perform". The integration of technology into the classroom is something that engages the students further and offers further ways to improve the learner experience. In this case it is necessary for my summative performance task that I have assigned my students. The students are required to use the application iMovie with iPads to film themselves doing the performance they have learned to do in the previous two lessons. I feel that this adds an element to this assignment that would not be possible without technology. When performing on camera students get the chance to feel some excitement or nervousness without the presence of a crowd which is valuable experience to gain. They also get the chance to self assess and decide if the "take" they just completed is at a level which they are satisfied. Through this self and peer feedback they will get from viewing they own performance I believe they will be able to improve further and see what they are doing under a different light. Using technology in this way opens the opportunity for parent involvement as well in the sense that parents could view their performance from home in their own time as long as the teacher gave them access. I feel that technology can add a lot to this project.</p>

	<p><b>Lesson Description:</b></p> <p>This third and final lesson of my mini unit involves a significant amount of time given for group work for the completion of the summative assessment assignment. Students will begin the lesson by viewing a video of someone auditioning for X Factor and then will be asked what they think the aspects of a good audition are. During this time the teacher will be writing the key words they are saying on the board for future viewing of the students. After this the teacher will give brief but thorough overview on how to use the app iMovie on an iPad. Students will then be given time in their groups to go and record their "Audition" with the iPads using different rooms that have been booked in advance. Students will be asked to remember what they had decided makes a successful audition while they are recording. The assignments will be handout which clearly states the requirements of the assignment and gives some helpful guidance as to what the teacher is looking for. During this time the teacher will wander from room to room giving formative feedback.</p>	<p>Through the use of the different aspects of performance throughout this lesson the connection to the overarching question is undeniable. This lesson is built on the outcomes I wish to address for my students and is linked strongly to my overarching question. Students get the chance to see all aspects of this performance separately and how they can compound on each other to create something bigger. Each aspect of performance will be demonstrated and mastered by the students before more complicated situations are created. This will involve extensive scaffolding for the students and give them the chance to be in their personal realm of primal development throughout the course of the lesson.</p>					
<b>Instru</b>	<b>Description</b>	<b>Connection to Student Engagement and Learning</b>	<b>What formative assessment techniques will you be using? What information will you be collecting? How will you use that information?</b>	<b>How does your use of formative assessment reflect key assessment concepts?</b>	<b>Connections to learning theories &amp; demonstration of attention to classroom structure and climate</b>	<b>Describe any potential downsides to using this technology.</b>	



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<p><b>What is the teacher doing?</b></p> <p>Throughout this lesson the teacher will be playing an active role through participation/ demonstration for the students. The teacher will be in control of the music which the students will be actively following and formatively assessing them verbally throughout for clarity. The teacher will be wandering through the different groups when they are working as well to ensure that they are on task and answering any questions that they may have.</p>	<p>The teacher will be passionate and engaging for the students to get them excited about the task at hand. By formatively assessing the students verbally throughout the lesson, AKA verbal feedback, they will gain a better understand of what needs to be done and how it can be done properly. Because the teacher is an active participant within the lesson the students hesitance to participate will be less.</p>	<p>Throughout the course of my lessons I will be giving verbal formative assessment continuously as well as guidance for the performance task which they are working on. Throughout the learning my students will receive lots of feedback which is both positive and constructive, I believe this can help reinforce the concepts as they are being learned by the students. At the end of each of the lessons I will also be using exit slips as another source of formative assessment. These exit slips will contain the key questions from each class as well as a section to give feedback to the teacher. I feel that it is important for a teacher to always be reflecting on how they could improve for their students and this section could provide suggestions on how students could better learn. The information that I gain from this different assessment techniques will be used to improve the learners experience for the next lesson as well as to ensure that all of my students are grasping the concepts that I am teaching.</p>	<p>I feel that through the use of formative assessment that I am using I can reinforce the ideas of fairness, validity, reliability and differentiation. Through feedback and assessment from the exit slips I can see which students need a different way of learning to be more successful. This will allow me to see what different learners need to be successful and feel safe to do their best work in the classroom while maintaining my core principals of assessment at the same time.</p>	<p>(See lesson 2)</p>	<p>Using technology in the classroom can have downsides just like anything else and there are many things that a teacher needs to consider. The teacher must ensure that all of the iPads have been properly charged the night before so that their are now power issues that can waste valuable time during the work. The teacher must also ensure that the program is properly installed on all of the iPads to avoid extra time and confusion during the lesson. A downside for the first time these items and programs are used is the instructional time used to teach them how to use the technology properly. Once the students have learned how to use it the first time though this worry no longer exists. Another thing to be aware of is that some students may take advantage of having the technology and try to access the internet or play games when they should be on task. Although there are several things that can go wrong while using technology in the classroom I believe that the good outweighs the bad and that it is a great learner experience when all is said and done.</p>
<p><b>What are the students doing?</b></p> <p>The students will be actively participating throughout the lesson as it moves through the different learning activities. Students will be asked thought provoking questions throughout the lesson to keep them active and engaged throughout the process. Students will begin in their seats but will be up moving around shortly after the story is complete to learn the different aspects of performance involved with this task. Students will take part in singing, creating rhythms and using movement within their groups while filming them as a mock audition tape.</p>	<p>The nature of this lesson is to be up and moving around for the students which creates an engaging atmosphere for the students where deep learning can occur. Having students working in a group setting with collaboration on how to make things function smoother allows them to have input into how to do things. This gives then a certain sense of control which will make them be more active participant within the class.</p>				

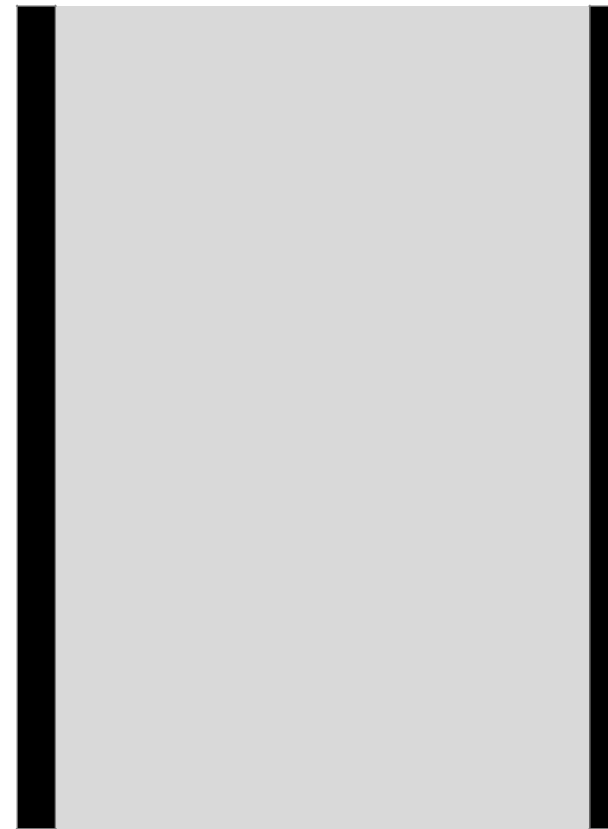
**Sequence of key questions.**

The questions I have chosen as my key questions for this lesson include:

“What is an audition and why do people do them?

How can an audition be made to ensure it is successful? What components make a performance successful?” I feel that these questions are quite fitting with what my lesson entails and that they get the students in the right mind set for the activity.

Having thought provoking questions rather than knowledge based questions integrated into the lesson allows students to think and answer in a way that is fitting to themselves. Having this time to wonder and consider the possibilities of the question is a great way to expand students minds in a safe, caring environment. Having the questions referred back to throughout the lesson will also help reinforce the ideas with them as well as allow the students to see the answers to these questions in different ways.



**Evidence of Lesson components (opening, closing, content, timeline)**

My lesson is clearly broken into sections within the lesson plan and precise amounts of time have been assigned to each of the activities within each section. (Intro 10 mins, Body 30 mins, Conclusion 5 mins) The introduction portion of my lesson is broken into a Hook/attention grabber (5 mins), an assessment of previous knowledge (5 mins), expectations for students behaviour, and transition to the body of my lesson. The body of my third lesson consists of three learning activities. The first of the three learning activities is 5 minutes long while the second one is 20 minutes, the third one follows with 5 minutes. The closing section of my lesson has a consolidation/assessment of student learning which is linked with my feedback from students. This portion will be done using exit slips and will take 3 minutes. Feedback will then be given to the students on today's lesson for 2 minutes followed by a transition to the next lesson which also be for one minute. A sponge activity has been provided for the chance that there is extra time.

Through the use of the different aspects of performance throughout this lesson the connection to the overarching question is undeniable. This lesson is built on the outcomes I wish to address for my students and is linked strongly to my overarching question. Students get the chance to see all aspects of this performance separately and how they can compound on each other to create something bigger. Each aspect of performance will be demonstrated and mastered by the students before more complicated situations are created. This will involve extensive scaffolding for the students and give them the chance to be in their personal realm of primal development throughout the course of the lesson.