

Enacted Lesson:

·Creating·Performing·Exhibiting Music



7th Grade String Class



Pre- reflection

- Students in 7th grade string class (violins, cellos and a bass) have never studied improvisation in music class.
- It makes me be excited but think one more time about how to teach these students equally.
- There are a student who just starts to play her instrument and a student who is in advanced level.
- Differentiated instruction would help all students have chance to improvise their parts.



Lesson Plans

- **Goal:** National Standards for Music Education
3. Improvising melodies.
- **Objective:** b. Students will improvise simple rhythmic and melodic variations.
- **Differentiation:** Student who has less experience than others will improvise less measures than average students. A student who is in advanced level will be given more measures to improvise.
- **Technology:** Using a document camera and screen, students are able to see an example of improvisation.
- **Assessment:** Students will be assessed using the rubric by correct beats, use of different rhythm, passing tones, and chord members.

Description of the Lesson

1. Begins with "Call and response game" – Teacher asks students question while clapping rhythm and students answer the question same way.
2. Have students look at the prepared staff paper, listen to teacher's playing on the piano, and play by themselves (see, Figure 1 on next slide)
3. Have students listen to teacher's improvisation of this music.
4. Discuss about use of different rhythm and for the first measure, have students draw their own rhythm on the staff paper. One volunteer student demonstrate his/her own.
5. In same way, passing tones, chord members and non-chord members will be created by students themselves.
6. Using Tree map, the teacher explains the elements of improvisation that the class use. (Figure 2: Tree map)
7. Have students improvise music on the staff paper, practice and play it one by one.
8. Show students another example from textbook (Figure 3: Textbook1, p18, No.90)
9. Distribute familiar song, 'Are you sleeping,' break down all the steps, and have students improvise it (Figure 4: Are you sleeping)
10. **Homework:** finish improvisation and play it. If students can make more than two in different way, bring it next time.
11. Have time for each student play his/her own.

Description of the Lesson: figures

Figure 1



Figure 3



Figure 2

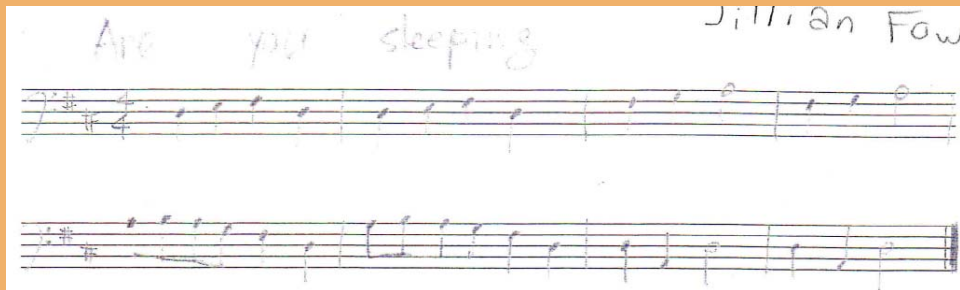
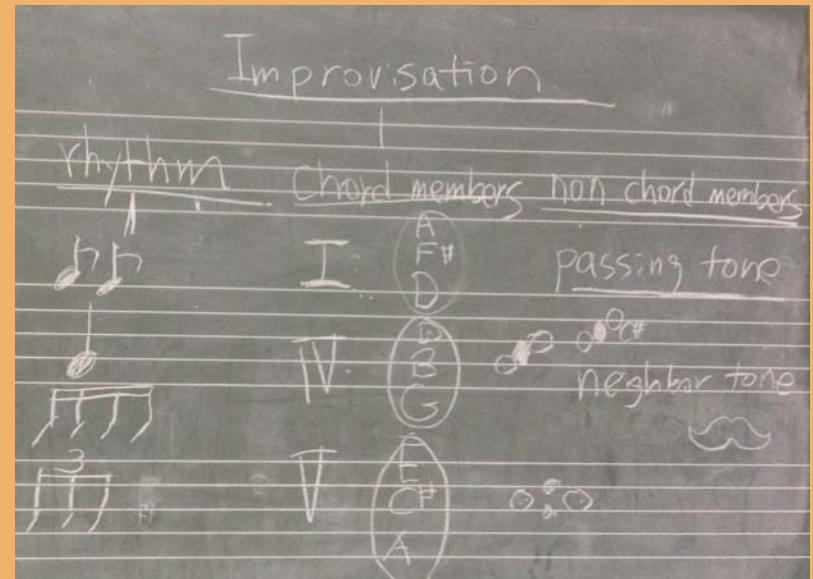



Figure 4



Analysis of the Lesson

 Kids of any age can learn 'Improvisation' when the elements of improvisation are broken down into the fundamental building blocks.

- First, teacher introduces the elements of improvisation using game by questions and answers with clapping.
- Second, these simple improvisational techniques can be transferred to a melodic instrument. Using students' own instruments, doing single measure of exercise help students develop strong improvisational skills.
- Then, with the accompany in place, simple improvisation can begin by changing rhythm of two note pattern.
- Students will apply same method to next measures.
- Last, teacher tries to teach passing tones and chord members so that students can use them make improvised melody.

 By using Tree map, the elements of improvisation that the class use are visualized and organized for the students.

Materials

- Students' own instruments
- 20-Staff papers with notes that teacher prepared for students
- 20-Staff papers with familiar music for students
- Pencil for each student
- Piano
- Staff board
- Document camera
- Screen
- 20-Tree map for students

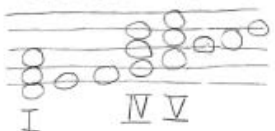
Samples of Student work

IMPROVISATION

① Change the rhythm


- * Quarter Notes
- * Half Notes
- * Eight Notes
- * Whole Notes
- * Sixteen Notes

② Change the chord members

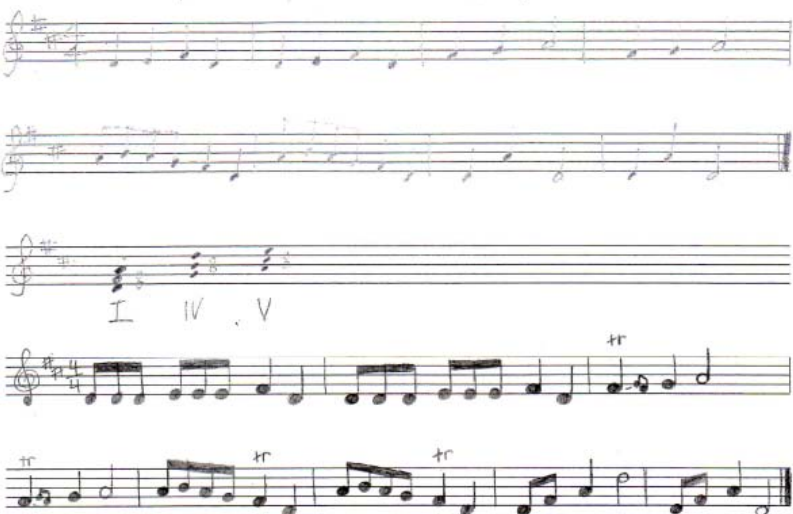
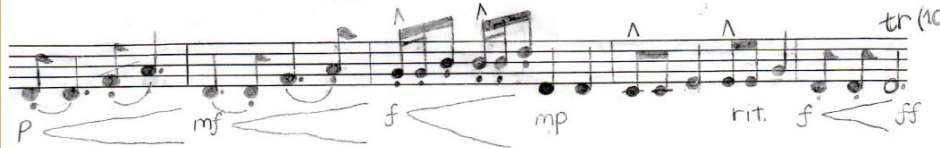
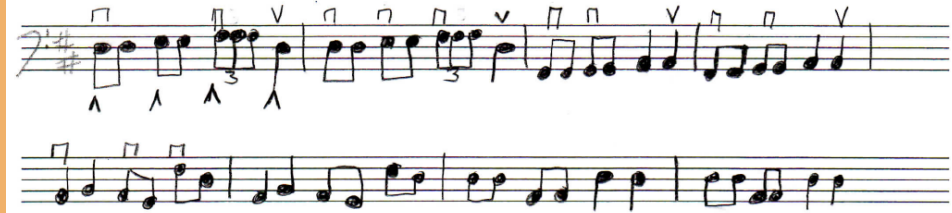


I IV V

③ Include Passing tone.



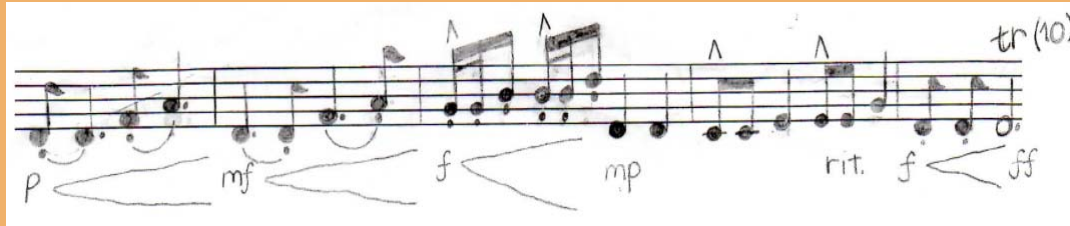
Are you sleeping?

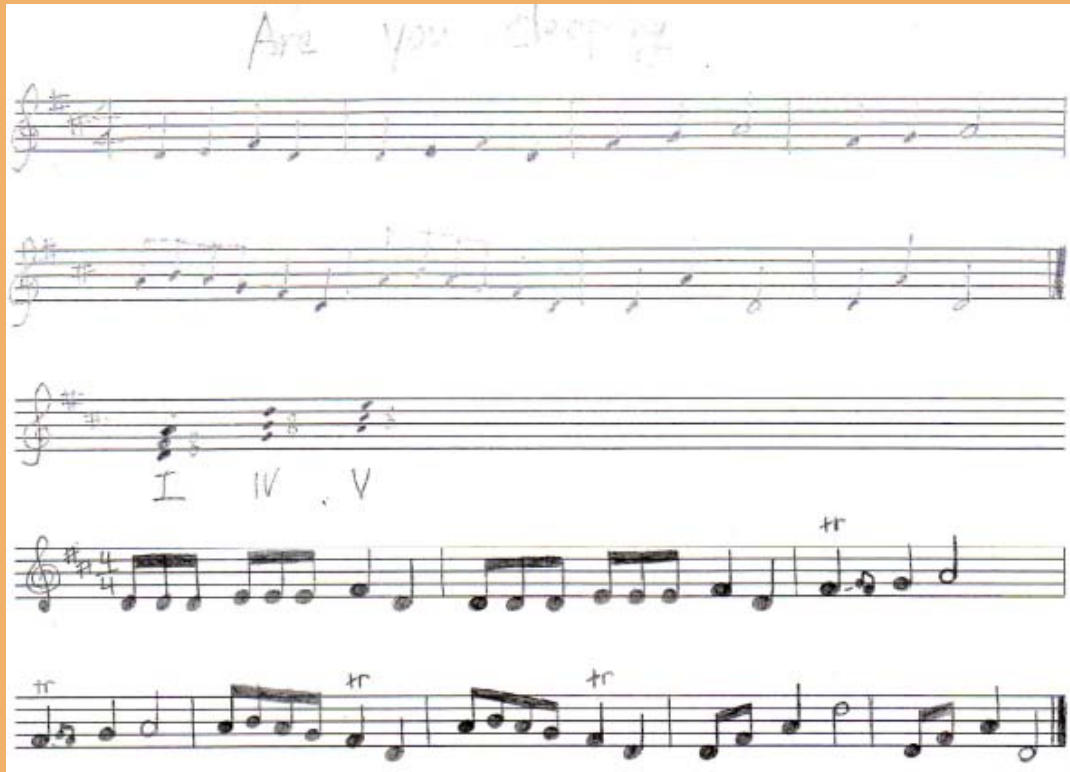
Assessment Rubric

	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
Correct beats (4/4)	None of measures or only one measure has correct four beats.	From two to less than five or equal to five measures have correct four beats.	Six or seven measures have correct four beats.	All eight measures have correct four beats.	
Rhythm	There's no change in rhythm or only one measure has rhythmic change.	From two to less than five or equal to five measures have rhythmic change.	Six or seven measures have rhythmic change.	All eight measures have rhythmic change.	
Non-chord members	There's no Non-chord members through out the music.	There is only one Non-chord members through out the music.	There are two Non-chord members through out the music.	There are more than two Non-chord members through out the music.	
Chord Members	There's no use of chord members through out the music.	There's use of chord members in a couple of measures.	There's use of chord members in three or four measures.	There's use of chord members in more than four measures.	
Home work	Didn't turn it in.	Turned it in but didn't complete it.	Turned it in and complete it using one or two elements of correct beats, different rhythm, Non-chord members and chord members.	Turned it in and complete it using three or all four elements, correct beats, different rhythm, Non-chord members, and chord members.	
Performance	Cannot play his/her homework improvisation.	Can play his/her homework improvisation with more than a couple of mistakes.	Can play his/her homework improvisation with a couple of mistakes.	Can play his/her homework improvisation with no or one mistake.	

Student Performance Data and Analysis



Class work



Homework

All eight measures have correct four beats.
All eight measures have rhythmic change.
There is no non-chord members through out the music.

There's use of chord members in more than four measures.

Turned it in and completed it using three elements out of four elements, correct beats, different rhythm and chord members.

Can play his/her homework improvisation with no or one mistake.

Score: $4+4+1+4+4+4=21$

Post Lesson Reflection

- I thought most students could read notes. But they couldn't. Explaining notes took time more than I thought.
- I thought most students could have correct beats (in this case 4/4) in one measure. But they didn't know each note's value. Although some students who know the value of the note couldn't make 4 beats per measure.
- I tried to explain the one, four and five chords in D major by drawing notes on the staff board but they couldn't understand it.

Professionalism

- Through Thinking maps, students were able to organize each step for improvisation.
- Students were socialized by asking questions each other and to the teacher while they create Thinking Maps for improvisation. It promotes equal education for all students.
- I also had chance to get closer to the students who need more help and was able to give more instruction.
- By learning and playing their first own improvisation, students had a chance to create something new. This will be joy for both students and me.