

Learning and Evaluation Situation

Planning Grid

Title of LES : This Old Man Length : 3 lessons (45 minutes each)	Cycle : 1 Time of the year : October	Degree : 2
Intention		
To get students to understand and feel eight, quarter as well as half notes through the learning of a song, later integrating their knowledge by playing Orff instruments.		
Targeted Disciplinary Competencies	Targeted Cross-Curricular Competencies	
<p>To invent instrumental pieces – In the playing part of the activity, students will get the chance to improvise on Orff instruments (xylophones mainly).</p> <p>To interpret musical pieces – Again in the playing part of the activity, students will need to play set notes (for xylophones) as well as set rhythms on percussion instruments.</p> <p>To appreciate musical works, personal productions and those of classmates – Students will be invited to comment on their classmates’ performances.</p>	<p>Categories</p> <p>Intellectual – To exercise critical knowledge, to use creativity</p> <p>Personal and social – To cooperate with others, To communicate appropriately</p> <p>Competency and key features</p> <ul style="list-style-type: none"> • Intellectual <ul style="list-style-type: none"> ○ Uses information ○ Uses creativity • Personal and social <ul style="list-style-type: none"> ○ Constructs his/her identity ○ Cooperates with others ○ Communicates appropriately 	
Essential Knowledges	The Broad Areas of Learning	
<p>Language of music</p> <ul style="list-style-type: none"> • Duration : Half note, quarter note, two eight-notes • Pitch : Sounds from the diatonic scale • Tone colour : Classroom instruments (wood, metal, skins, percussion), voice <p>Graphic representation</p> <ul style="list-style-type: none"> • Traditional code : Half note, quarter note, two eight-notes <p>Sound sources</p> <ul style="list-style-type: none"> • Voice : Singing • Musical instruments : Percussion instruments, other classroom instruments 	<p>Title: Citizenship and Community Life</p> <p>Focus of development : To ensure that students take part in the democratic life of the classroom and develop a spirit of openness to new ideas</p>	
	Learning Strategies	
	<p>In relation to Competency 1 – To invent instrumental pieces, students should...</p> <ul style="list-style-type: none"> • Decide what they will do and how they will do it • Explore different possibilities, no matter the results, no matter the difficulties they encounter 	

<ul style="list-style-type: none"> • Sound-producing objects : Made from wood and metal <p>Rules for group ensemble work</p> <ul style="list-style-type: none"> • Composition procedures : Reproduction of sound, repetition, ostinato 	<ul style="list-style-type: none"> • Welcome others' ideas • Compare their ideas with others' ideas • Assess their ideas and those of others • Agree to modify their ideas • Put lots of efforts and congratulate themselves • Listen to the result <p>In relation to Competency 2 – To interpret musical pieces, students should...</p> <ul style="list-style-type: none"> • Sing in their head what they have to interpret • Review in their head the appropriate instrumental technique they learned • Remember the appropriate posture; for example, see the images in their head, hear the directions given by my teacher • Listen and figure out where they can continue playing if they experience difficulties • Combine the appropriate technique with the effect wanted (review in their head the ones they learned)
<p>Evaluation Criteria</p>	
<p>Students are able to recognize 75% of the rhythms present in “This Old Man” and they can reproduce the notes and rhythms they are asked to. They are capable of improvising 50% of the song logically.</p>	

OVERVIEW OF THE LEARNING AND EVALUATION SITUATION

Materials needed

- Bristol board with the words for the song
- Flashcards to determine what is the rhythm of the song, to be placed by the students
 - “This Old Man” handout
- Orff instruments, percussion and xylophones
- Numbers for each students, on paper

Description: Students will first get to apply rhythms (eight, quarter and half notes) to a song they all know. Later on, they will have the opportunity to play Orff instruments in order to internalize rhythms as well as get accustomed to playing an instrument. They will also have the opportunity to improvise on these instruments.

Activities	Competencies	Learning Strategies	Evaluation
<p><u>Preparation</u></p> <ul style="list-style-type: none"> - Review the different rhythms students already know - Review/learning of the song The teacher will review the song with students who know it while teaching it to students who don't. Stress the right rhythm. - Have students sing the song while clapping the different rhythms present. They should join in. 	<ul style="list-style-type: none"> - To interpret - To interpret 	<ul style="list-style-type: none"> - Reproducing musical text - Reproducing musical text - Reflecting on what the voice is doing to match it with the hand clapping 	

<p>Carrying out</p> <ul style="list-style-type: none"> - Presenting the bristol board where all the words are written, have students come up to the board to place the right rhythms over the words of the song. Have students clap rhythms when they are unsure of their answer. 	<ul style="list-style-type: none"> - To interpret 	<ul style="list-style-type: none"> - Reflecting on what the voice is doing to match the hand clapping and transfer the clapping into rhythms they know 	<ul style="list-style-type: none"> - Evaluate that students get the right answer 75% of the time
<p>Integration</p> <ul style="list-style-type: none"> - During the second lesson, students will write out by themselves what the rhythm for “This Old Man” was on a handout created by the teacher. Allow them to work in pairs. - If students are done before the end of the lesson, have them figure out what the first few notes of the song (“This old man – He played one – He” or so-mi-so/so-mi-so/la) and have them sing the opening with hand signs - During the third lesson, students will get to apply their knowledge of the song to instrument playing <ul style="list-style-type: none"> • Students are divided into three groups: xylophones, percussion and singing • All instruments have numbers and so do students, who are divided into three equal teams. 	<ul style="list-style-type: none"> - To interpret - To interpret - To interpret 	<ul style="list-style-type: none"> - To transfer the rhythm they figured out as a class last lesson into writing - To apply their knowledge of notes into a song - To apply their knowledge of notes and rhythm to a song as well as to reproduce them with musical instruments 	<ul style="list-style-type: none"> - Students get more than 75% of the rhythm of the song right - 2 students out of 3 are able to figure by themselves what the notes are - Students are able to play the right notes with the right rhythm (xylophone) - Students can play the right rhythm (percussion)

<ul style="list-style-type: none"> • Students at xylophones are playing an ostinato on so-mi-so (ta, ta, ta-ah) while percussion players interpret the rhythm of the song. Singers reinforce the text as they have to focus on singing properly. • Move groups around when you get a satisfying performance from one arrangement of students. Each group should get a turn at each station (percussion, xylophone and singing) before moving to the next one. • Once each group had a turn, have the xylophone group improvise on mi-so and la. • Give solos to students who are interested in getting them and have peers talk about what they enjoyed about the performance. 	<p>- To invent</p> <p>- To invent -To appreciate</p>	<ul style="list-style-type: none"> - To play music as part of a group - To listen to everyone and be conscious of their role within the ensemble - To be able to follow instructions 	
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