

## A5 Inductive Model Lesson (Arts)

Student Teacher Name: **Christal L. Green**

Date of Lesson: **June 21, 2021**

Grade Level(s):5	Subject Area(s): Music	Duration: 20-40 minutes
<b>Content Standard(s):</b> <b>5.MU:Cr1.a</b> Improve rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).		
<b>Learning Objective:</b> 1. SWBAT identify the characteristics of protest songs and explain the connection to past and present issues of social justice and racial equality.		
<b>Materials:</b> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Marker</li> <li>• Songs cued up on Youtube</li> <li>• Speakers</li> </ul>		
<b>Student Readiness Levels and Prior Learning:</b> <ul style="list-style-type: none"> <li>• Students are familiar with terms such as mood, cadence, rhythm, melodic, staccato, verse, chorus, line, crescendo, decrescendo, major keys, minor keys, diminished keys, and dissonance</li> <li>• Individual students are learning: vocal techniques, piano, violin, cello, and drums</li> <li>• Students can differentiate between genres of music</li> <li>• Students can draft arguments and defend their response with evidence from a given source</li> </ul>		
<b>Student Interests and Assets:</b> <ul style="list-style-type: none"> <li>• 5th Students enjoy listening to Pop, KPop, Hip Hop, and R&amp;B based on their pop culture survey</li> <li>• Students created a <a href="#">spotify playlist</a> based on their music preferences</li> <li>• Students are tech savvy</li> </ul>		

### LESSON PLAN SYNTAX

	<b>Teacher/Student Script</b>  Script what you will say, ask, and do. Include anticipated student responses and actions.	<b>Student Engagement</b>  Note the following: <ul style="list-style-type: none"> <li>• Differentiation &amp; Grouping</li> <li>• Explicit Language Instruction</li> <li>• Instructional Strategies/Materials</li> <li>• Technology Integration</li> <li>• Connections to Theory</li> </ul>
<b>Lesson Introduction</b>	Scholars, as you know, February is Black History month. We will spend some time celebrating Black lives but also take time to reflect on the injustices of our nation that continue to force our Black brothers and sisters to rise up beyond adversity.  We will start by examining some songs written by some familiar artists that you've read about in the	Students get hooked into the lesson.

	<p>books <i>Amina's Voice</i> and <i>One Crazy Summer</i> but you will hear a modern example as well.</p> <p>You will need to listen for patterns and differences among the songs to determine the characteristics of each type of song.</p>	
<b>Divergent Phase</b>	<p>Teacher will introduce the lesson by playing Sam Cooke's "<a href="#">A Change is Gonna Come</a>", James Brown's "<a href="#">Say It Loud</a>", and Lauryn Hill's "<a href="#">Black Rage</a>" for students to listen to as a whole group.</p> <p>Teacher will ask:</p> <ol style="list-style-type: none"> <li>1. What do you notice about these two songs? (students will list all their responses in jamboard that teacher projects)</li> <li>2. What do they have in common? (students will complete a venn diagram in jamboard that teacher will project)</li> </ol> <p>(answers could be: protest, fighting for justice, acknowledging police brutality, demonstrating pride as a Black person)</p> <p>CFU Teacher will ask further questions to clear up any misconceptions. This places the thinking on the students rather than the teacher giving the answer.</p>	<p><b>Instructional Strategies/Materials</b> Teacher will provide copies of the song lyrics and Jamboard link.</p>
<b>Convergent Phase</b>	<p>The teacher will ask more probing questions to help students zoom in and identify the major characteristics of protest songs.</p> <p>Students will record their responses on a jamboard and the teacher will project for the entire class to see.</p> <p>Think about what we have been studying in regards to analyzing music lyrics.</p> <ol style="list-style-type: none"> <li>1. What is repetitive about each song?</li> <li>2. What is similar about each song?</li> <li>3. What mood is created by each song?</li> <li>4. We've discussed the meaning of call and response in music in prior lessons. What is the impact of James Brown using call and response in "Say It Loud"?</li> <li>5. Why do you think Sam Cooke, James Brown, and Lauryn Hill wrote these songs?</li> <li>6. What is their overall argument?</li> </ol> <p>CFU The teacher may ask more questions in response to answers to clear up any misconceptions and to help guide thinking.</p>	<p><b>Instructional Strategies/Materials</b> Teacher will type out student notes during class discussion.</p>

<b>Closure</b>	<p>The teacher will ask students to summarize their definition of a protest song based on the characteristics they identified.</p> <p>The teacher will ask students to post their definitions in their music journals.</p> <p>CFU Teacher will loop around the room as students write. She will then project strong definitions via the overhead and will ask the class what makes these definitions strong to check that students understand the meaning of a protest song.</p>	
<b>Application</b>	<p>The teacher will ask students to write their own protest lyrics based on a social issue that is important to them to the tune of a popular song of choice. Students will post songs on our class' Flipgrid stream. Each student will review at least two other songs written by their peers. Students must critique the sonnet of their assigned partner and make suggestions for revision.</p> <p>CFU Scholars, what is your task? (possible response: to write lyrics for my own protest song to the tune of any song that I like)</p> <p>Where will you post your songs? (Flipgrid)</p> <p>How many of your peer's songs do you have to review? (2)</p> <p>How many song's do you need to critique? (1)</p> <p>Whose? (my assigned partner's)</p>	<p><b>Connections to Theory</b> By asking students to identify a social issue that is important to them, I'm creating immersive, relatable scenarios that allow students to apply skills and knowledge easily and directly.</p>
<b>Assessment</b>	<p><b>Formative Assessment</b> - Teacher will gauge students' responses and review students' music journals/learning logs to check for understanding.</p> <p><b>Summative Assessment</b> - Students individually write their own protest song to the tune of a popular song which is evaluated using a rubric that assesses whether they clearly state a social justice issue and use different creative writing strategies such as rhyming, figurative language, and repetition to musically illustrate their argument.</p>	