

## Lesson Plan

Date: 11/21/2005

Class: General Music

Time: Period 1

Grade Level: 7<sup>th</sup> Grade

### Objectives:

- SWBAT discuss jazz as it relates to music history.
- SWBAT complete a worksheet and timeline detailing five periods in jazz history.
- SWBAT work in groups as they become “experts” on one particular time period and/or composer of jazz. Groups then present findings to class.

### Materials:

- Info packets for each group (5 packets). Each info packet contains:
  - Two (2) sheets of construction paper, color coordinated
  - Markers (different colors, to make signs)
  - Composer bio sheet / photograph
  - Information about the particular style of jazz (Dixieland, Swing, Blues, Bop, Fusion) including dates for period, info about music
  - “Checklist” for each group
  - The amount of worksheets required for the group (or can be distributed in folders).
- Masking Tape
- Chalkboard / Chalk
- List of Ss groups
- Appropriate recordings

- N.B.: Prior to class, T arranges Ss into five (5) groups. There will be five (5) specified roles in each group: leader; 2 artists: recorder: head researcher

### Procedure:

- T greets Ss, introduces jazz as topic of the day. Essential question: What is jazz, and how has it evolved through the 20<sup>th</sup> century?

### Procedure:

- T introduces lesson for the day, provides brief overview, and gives approximate time structure.
- T reads group assignments. Ss go to their respective group locations (already laid out)
- Ss complete tasks on checklist. EVERY student in group needs to fill in blanks in their section of the worksheet, not just recorder. Recorder is responsible for recording first; however, all group members should fill in.
- After appropriate amount of time (20-30 mins?), Ss come back to normal classroom setting in the following manner: creators of the signs hold up the signs (name of period, date) and arrange themselves, by group, in “normal” (desk) seats.
- T reviews, with Ss help, each grouping of jazz. First group, Dixieland group, comes to front of the room, applies appropriate signage to board.
- Ss from Dixieland group answer questions on Dixieland section of the worksheet. All Ss not in Dixieland group fill in answers.
- T gives relevant musical example(s) by the composer(s) studied by each particular group
- Process repeats until entire 20<sup>th</sup> Century is complete.

Note: T calls Ss groups up individually so they can hear music that is representative of their time period during the first lesson! Recordings should be available for groups to listen to at any time.

Nat'l / State Standards (check those that apply):

- 1. Singing, alone and with others, a varied repertoire of music (PA 9.1)
- 2. Performing on instruments, a varied repertoire of music (PA 9.1)
- 3. Improvising melodies, variations, and accompaniments (PA 9.1)
- 4. Composing and arranging music within specified guidelines (PA 9.1)
- 5. Reading and notating music (PA 9.1)
- ✓ 6. Listening to, analyzing, and describing music (PA 9.3, 9.4)
- ✓ 7. Evaluating music and music performance (PA 9.3, 9.4)
- ✓ 8. Understanding relationship between music, the other arts, and disciplines other than the arts (PA 9.2)
- ✓ 9. Understanding music in relation to history and culture (PA 9.2)