

Lesson Plan Template (revised February, 2017)

Teacher: S. Light
Subject: World Music Appreciation
Grade Level(s): 9-12
Unit Topic: Discovering music from India
Title of Lesson: Indian Vocal Drum Syllables
Focus Q: What role does Rhythm play in Indian Music?
Description: Learn to Perform and Compose Drum Syllable Songs
Lesson Length: 1 hr

Remember the 5 questions: Why-What-To Whom-How-Results

Goals (What do you want them to know...)	<ol style="list-style-type: none"> 1. Introduce Indian Drumming concepts 2. Gain an understanding of the differences and similarities between “western” and Indian music rhythms 3. Understand the underlying principles of Tala
Objectives (...and be able to do?)	<ol style="list-style-type: none"> 1. Be able to say (sing) the drum syllables 2. Be able to “perform” a drum syllable song at different speeds 3. Compose and perform an original drum syllable piece
National Standards addressed (Artistic Process and Music Process Standard) <i>See below</i>	C - 1-4 P - 7-9 R - 11-13 Cn - A11
Music Learning Components addressed <i>See below</i>	1, 2, 3, 5
Prior Knowledge needed	Sense of “beat” Basic sub divisions Already did introductory lessons in Unit on Music and Instruments of India
Materials and Resources	Computer, Internet access, LCD – or – Paper copy of Drum Syllable songs, listening examples

Lesson Procedures

Introduction (hook)	Play several clips of Indian drumming and drum syllable performance Demonstrate the syllables and beat clapping
Instruction (procedure)	Discuss concept of Tala Ask questions: <ul style="list-style-type: none"> • What makes Indian music sound “Indian”? • What is different about the music demonstrated?

Activities	<ul style="list-style-type: none"> . Sing Drum Syllable Song <ul style="list-style-type: none"> • Practice beat keeping clapping in 2 different Talas • Practice saying drum syllables • Practice Drum Syllable piece at different tempos 2. Write original piece using same syllables and rhythms <ul style="list-style-type: none"> • Choose partners/groups • Set group norms • Determine length <p>Practice and perform for group</p>
Closure	<p>Record and listen to class perform Drum Syllable Song and original pieces Listen to a few samples of Indian Music and try to identify drum syllables and Tala</p>

Student Assessment (Goals, Objectives and Standards)

<p>Formative assessment (checking for understanding) Assessment FOR Learning “Cook tastes the soup”</p>	<p>During class practice are students:</p> <ul style="list-style-type: none"> • Keeping the beat • Trying to say the syllables (with the correct inflection) <p>During the group work are students:</p> <ul style="list-style-type: none"> • participating equally • cooperating • adhering to group norms • asking questions
<p>Summative Assessment (how will each goal, objective and standard be assessed?) Attach method of assessment (rubric, checklist, etc.) Assessment OF Learning “Guest tastes the soup”</p>	<ul style="list-style-type: none"> • *Evaluation of group/partner performance of original piece • *Evaluation of cooperation observed during group work and class practice • *Assessment of level of engagement (asked questions, answered questions, participated in discussions) <p>*These are assessed in a rubric</p> <ul style="list-style-type: none"> • **Listening identification quiz (what tala, what instruments, etc.) • **Written descriptions of audio examples <p>**These are done at the end of the unit</p>

Universal Design (Complete only if you know what this is)

<p>Universal Instruction Considerations <i>Multiple means of Representation/Expression/Engagement</i></p>	<p>This lesson requires little to succeed Written notation can be adapted Aural learning is acceptable Group work minimizes problems</p>
<p>Differentiation Considerations <i>(Adaptations for different levels/unique needs)</i></p>	<p>Students can be assigned the beat keeper Students can forego keeping the beat and just “sing” Tempos can be adjusted</p>
<p>Advanced Opportunities</p>	<p>Faster tempos, multi tempos More complicated piece Composition can be more sophisticated Open ended projects can leader to various levels of opportunities</p>

Music Learning Components	National Core Music Standards and Artistic Processes			
	Create	Perform	Respond	connect
1. Singing				
2. Playing	1. Imagine	5. Select	10. Select	A.10 Synthesize and relate knowledge and personal experiences to make art.
3. Creating	2. Plan and Make	6. Analyze	11. Analyze	A. 11 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
4. Reading/ Notating	3. Evaluate and Refine	7. Interpret	12. Interpret	
5. Listening	4. Refine	8. Rehearse, Evaluate, Refine	13. Evaluate	
6. Moving		9. Present		
7. Enjoying				

Review and Reflection	
Overview – What occurred compared to the plan?	
Analysis – How well was the lesson planned?	
Reflection – What did you learn?	
What would you do differently?	
Design and Reflection (Refer to these questions during the writing process and after teaching the lesson)	
Was the lesson of reasonable difficulty for the students?	
Did the students experience music or mainly experience it through words?	
Were the aesthetic qualities of the music brought out?	
Were the students actively involved in the learning process?	

Did the students gain basic understanding in addition to useful information?	
Was the material presented in a way that encouraged remembering and transfer to other musical situations?	
Was the lesson presented so that it encouraged positive attitudes toward music?	