

Entry 3, Part 2

Instructional Design

Lesson	Date	Unit/Lesson Objectives	Instructional Strategies/ Activities	Description of Formative Assessment (formal/informal)	Describe Specific Adaptations/ Differentiation		Integration*						
							T	R	C	I	C		
							S	S	T	C	R		
							All Students	Focus Students					
1	1/28	PRETEST (assessing all objectives)	Students finish up the previous unit for half of the class time. For this unit, they will be taking the pre-test.	Pre-test is a formal formative assessment to see what students may already know about music in film through multiple choice, T/F, matching, fill-in-the-blank, short answer, and listening examples.	None	None	Y	N	Y	N	N		
2	1/30	Unit Objectives 1 and 2	Students will be learning about Silent Film and early Film Score History. Instruction will include an introduction slideshow of pictures including a short lecture taking them back in time to the start of films. They will be watching silent film and talking about how it is the same/different from the film music they are used to today.	Students will have formal formative assessment in the form of exit tickets, which will follow the informal formative assessment where we discuss the basic over-arching points that were addressed throughout the class period in regards to silent film and film score history.	None	Focus A – front row seat and proximity to keep on track. Focus B – allowing chances to answer questions/ Give knowledge input	Y	N	Y	N	N		

3	2/6	Unit Objectives 1, 2, and 4	Class will begin by reviewing what the students learned about silent film. From there we will skip over the development of film history and talk about what it takes to come up with ideas when composing. The students will watch a video of an interview with Hans Zimmer and how he began to write film scores and how he works to portray emotions. This will introduce the concept for later classes where students will be analyzing these emotional portrayals. Finally, students will complete a cooperative learning activity where they will create Facebook profiles for different composers that will then be shared in a jigsaw activity the following class.	Formative assessment will be informal with discussions during the review at the beginning as well as discussion of the video and what they were able to take from it in regards to film score composition. The students will be formally assessed based on their Facebook profiles and how much they could learn about the composers.	Students were placed in groups in their rows. These groupings were random.		Y	Y	Y	Y	N
4	2/11	Unit Objectives 1 and 4	The opening activity for class is to listen to small 1-2 minute segments of different film scores. Students will draw emoticons on their white boards to portray the mood they are hearing with each film score. Then, they will get to check themselves by watching the film clips where the score comes from. Students will then break up into new groups that are assigned for the Jigsaw activity regarding facebook profiles. Students will be assigned homework to watch a movie and write a small paragraph about the music.	Formative assessment will be informal with the faces they draw on the board. Students will get to individually themselves as to whether they are right or wrong but I will not be collecting data on this. The jigsaw will be formal formative assessment, as will be the take-home assignment when I collect it next class.	Students are grouped for the jigsaw activity, mixed up based on their performance on the first portion of the jigsaw activity.	Focus A – Put in a group where students are more outgoing to keep him on track. Focus B – Given the chance to be the leader of her group.	Y	Y	Y	Y	N

5	2/18	Unit Objectives 3 and 4	<p>This class period will be instructional activity all centered around a PowerPoint containing slides with definitions of musical terms as well as movie clips that demonstrate these musical terms. The students will be participating in a class discussion that has the students reviewing/learning the musical terms and then applying it to something real.</p>	<p>Formative assessment during this class will be informal. I will be able to pick up on how many of the terms students remember based on how they respond to questioning techniques used during class throughout the PowerPoint.</p>	None	<p>Focus A – In the front of the room with proximity to keep on task.</p> <p>Focus B – None.</p>	Y	Y	Y	N	N
6	2/20	Unit Objectives 1, 3, 4, and 5	<p>This class will be a transition day. Students now have received all the knowledge they need to succeed in their final project. We will review what they have learned regarding music terminology and famous film composers using a crossword. They will work on the crossword by themselves, in pairs, and then go over the answers as a class. This will be followed by an introduction to their group projects and dividing them into their specific groups. These groups will be drawn at random so the students cannot complain about them. I reserve the right to switch students should I feel that they groups are not conducive to quality projects. The project will be to compose a film for a 1.5 minute Disney clip. The students will be expected to use the iPads for sound effects as well as include instruments and vocal or found effects.</p>	<p>Formative assessment will be formal with the crossword. I will keep track of students that are struggling with the crossword on their own and in a group and see what still may need some emphasis. Unfortunately without any extra time, I won't be able to really review the concepts – if I was going to have more flexibility this would be something to know before assessing the students summatively.</p>	<p>By allowing the students to eventually work in pairs and groups, they can still do well on the crossword while being challenged.</p>	<p>Focus A and Focus B ended up in the same group. Focus A needs the structure of a strong group while Focus B needs the chance to be a leader. This should be a prime opportunity.</p>	Y	Y	Y	Y	N

7	2/25	Unit Objective 5	Students will have the entire day for group project work. The class period will be structured in increments so that students have some idea of how to allocate their time. This includes discussion time, instrument time, and writing time.	This class period has no formative assessment.	None	None	Y	N	Y	Y	N
8	2/27	Unit Objectives 1, 2, 3, 4, and 5	Students will have 10 minutes at the beginning of class to prepare their group project for being presented. They will the present each of their projects to the class. Once they have presented, there will be a complete change of pace as students will put things away and take the Unit Post-Test.	This class period is a summative assessment of the students with the post-test.	None	Focus A – Should have had the test read to him but was not made aware of this prior to the test.	Y	Y	Y	Y	N

*TS- Lesson integrates *technology skills*; RS- Lesson uses *reading strategies*; CT- Lesson demonstrates the use of *critical thinking* strategies; IC- Lesson demonstrates *integration of content* across and within content fields; CR- Lesson utilizes *community resources*

1. Learning Strategies:

My students cover a very wide range of cognitive abilities. I included opportunities to challenge the students through journaling and HOTS level questions, while still being satisfied with the basic foundational knowledge that some of my lower level students provide. Also by doing cooperative learning activities where the students were in random or set groups, they were able to lean on each other for these cognitive developments.

The students' physical needs are not diverse or incorporated in the instruction of this unit.

The students' emotional needs were addressed through discussion and cooperative learning. By discussing the films, students were able to share how affective they felt the music was and release the emotions that they may have felt.

During cooperative learning, students also were able to develop and refine their social capabilities. Some students struggled working with certain group members, but over the course of the unit were able to start to work together and understand they didn't have to be best friends in order to work on a project or assignment together. This is an important development in the lives of adolescents.

2. Adaptations/Differentiation to Meet the Needs of All Students:

My instructional strategies allowed students a variety of different experiences all centered around the concept of music in film. The students had the chance to talk about, write about, analyze, and create. Through all of these different modes of learning, students' needs were sure to be met in some way so that they could understand the over-arching unit goal. The students didn't have a lot of background knowledge other than having a vague understanding of being able to hear music and decide on an emotion – though they didn't know why it gave them that emotion. Therefore, I started at that point as I went to build their understanding of the music.

My adaptations were mostly involving group work. As adolescents, the students are social creatures and rely best on the support of each other rather than the support of the teacher. This also allowed for students who are stronger in the class to have something to do that did not bore them.

Focus Student A was mostly given support in the areas of focus. Whether this was proximity, placement in the classroom, or simply verbal reminders to make sure he was paying attention, the main needs were to remind him that what we are working on is important.

Focus Student B was given as many challenges as possible to make her feel that her presence in the class was worth something to me and the rest of the students. This sometimes meant answering questions or giving additional insight. At other times it meant being the leader of the group. I would often challenge her to do better when I felt that her motivation or interest was slacking.

3. Active Inquiry, Student Centered, and Meaningful Student Engagement:

Students were in charge of much of their own learning. Though I had many concepts and examples drawn out for the students, much of the discussion was spent in considering other examples that could be used or how this would pertain to their composition project. Students were asked to complete a homework assignment that had them go home and watch a movie and talk about the music and how it affected them. This assignment was done before they had learned about the proper music terminology, so required the students to begin thinking about these concepts that they had already heard about at least once in their previous general music experiences.

4. Integration of Technology:

Technology was a huge part of this unit. With so much of the focus being on soundtracks and films, I was constantly showing clips or playing scores. When planning the unit, I was researching lots of information online. I did quite a bit of Google-ing to see how others had structured this unit in their general music classes. I also had to do some research to really understand what I was teaching. Though I knew the effects of music in film, in order to present the students with accurate information I spent quite a bit of time learning about what exactly goes into making a film score as well as the history and development of the industry.

When teaching, I used Spotify as my major resource to play film music from. With so much music right at my fingertips, it was easy to queue up specific tracks to a certain point where I felt emotions were high or effective so as to really drive the point home. I also used a lot of movie clips either on YouTube or from my personal DVDs to bring and show the class examples. Most of the movies I showed were ones that the students knew the plot/had already viewed so as to be able to connect without having to show a large portion.

The students used technology with the iPad cart. On the iPad, students were finding sound effects as well as being able to view their movie clip and find the timings needed to complete their composition. Had I understood how to authenticate the iPad, the students would have had more access to websites and apps that would allow them to compose/create better.

5. Integration of Reading Strategies:

Reading was included in this unit in multiple ways. The first time reading was included was in the Jigsaw Facebook activity. The students were grouped to read together in whatever way they preferred, as long as all students were participating. They were then asked to pick out points from the biography of their composer that would be used to fill out the Facebook profile. This was a guided reading then as they were aware that they would need things like birth/death dates, important films, and major happenings in the person's life. They also had the reading strategy of either group read aloud or following along while one person read outloud.

Another reading strategy that was used was the strategy of the crossword. This puzzle is all about context clues, which is an important strategy for students when working to answer test questions as well.

6. Integration of Critical Thinking Strategies:

Critical Thinking was addressed mostly through questioning of the students. Often I would ask them to analyze or evaluate the music they heard before being allowed to see the film that the music was from.

When problem solving, students had to figure out how to take a Disney clip, most of which had seen their movie before and knew the emotions/music that was portrayed, and find a way to evoke the emotion they decided on through their own creativity. Since they are not at the point of composing an actual film score like what we are used to hearing with a movie, nor did they have the technology or resources, they had to problem solve based on the resources available in the room to decide how to portray the emotion they chose.

Students had a couple moments where they were asked to complete writing assignments either on tests or as homework that would require them to use higher level thinking in order to reason through their opinions and compositional ideas/evaluation of others' ideas.

7. Integration Within and Across Content Fields:

The students were able to address science through the concept of dynamics, pitch, and tempo and how it affects sound waves. Students had many writing assignments that would cross into English. Students used their math skills to figure out the timing of their compositions and how they could fit in what they wanted to as far as instruments given the amount of time they had. Finally, they learned about film history and how it relates to our American culture, which ties into social studies.

8. Community Resources:

I did not find any community resources that I could use.