

Learning and Evaluation Situation

Subject: Music	Cycle: Secondary 1	Year: 1
Title: 		

LES Overview

Main Question or Focus	Description of Learning Situation and Learning Goals	Student products and processes
<p><i>Students will explore song writing & a method of composition</i></p>	<p><i>This LES is an introduction to composition in the music classroom. It is assumed that students have some prior knowledge of and experience with musical creation and writing conventions – however, the activity allows for differentiated learning, should the need arise.</i></p> <p><i>The Goals of this LES are three-fold:</i></p> <ol style="list-style-type: none"> <i>1. Students will learn how to analyze the components of a song</i> <i>2. Students will explore a non-traditional method of song writing</i> <i>3. Students will reflect upon their work upon completion of the various compositional activities.</i> 	<p><i>Students will compose a short piece of music using non-traditional notation</i></p> <p><i>Students will create a score and compose a short piece of music using traditional notation.</i></p> <p><i>Students will write a reflection on their composition and on those of their peers.</i></p>

LES Activity Overview

Learning Activity/Task: CREATION ACTIVITY "NON-TRADITIONAL NOTATION"	Timeframe
Review of Musical Terms (direct teaching, brainstorming & working in pairs) Introductory Lesson	45 minutes - ONE CLASS
Review Quiz on Musical Terms	20 minutes
Students create a soundscape using a non-traditional score & rehearse their soundscape with their group (group work)	20 minutes } ONE CLASS
Students perform their soundscape for their peers (group work)	20 minutes }
Students evaluate and reflect upon their soundscapes and those of their peers (individual work)	30 minutes } ONE CLASS
Students create their own non-traditional score (group work)	30 minutes }
Students "orchestrate" their own scores (group work)	20 minutes
Students rehearse their original soundscapes (group work)	20 minutes } ONE CLASS
Students perform their own soundscapes for their peers (group work)	20 minutes }
Students evaluate and reflect upon their soundscapes and those of their peers (individual work)	30 minutes - ONE CLASS
Total:	5 CLASSES

QEP Alignment

Broad Areas of Learning

- | | | | | |
|--|--|---|---|--|
| <input type="checkbox"/> Health and Well-Being | <input checked="" type="checkbox"/> Career Planning and Entrepreneurship | <input type="checkbox"/> Environmental Awareness and Consumer Rights and Responsibilities | <input type="checkbox"/> Media Literacy | <input checked="" type="checkbox"/> Citizenship and Community Life |
|--|--|---|---|--|

Focus of Development & notes about **how** this BAL is being addressed through the learning situation:

In this LES, students will create a soundscape from a given stimuli in a group setting. Working within the group dynamic, students must collaborate and integrate the ideas of others – while still striving to produce a piece of music. Students will also be required to reflect on their work and to evaluate their own performance within the group. These necessary skills may be transferred to other areas of life where collaboration and teamwork are required.

Cross-Curricular Competencies

Choose no more than three (3) CCCs to track or evaluate per learning situation.

Intellectual

- Uses information
- Solves problems
- Uses creativity
- Exercises critical judgment

Methodological

- Adopts effective work methods
- Uses ICT

Personal and Social

- Achieves his/her potential
- Cooperates with others

Communication

- Communicates appropriately

**How are the chosen CCCs being developed in the learning situation? What tools or supports are being used?
(maximum of three)**

Uses Creativity

Students must use creativity to interpret the score provided.

Students must use creativity to create an original score.

Adopts Effective Work Methods

Students must work efficiently to achieve the compositional goals set before them in this project within the allotted time frame.

Cooperates With Others

Students must work with group members to create and perform their pieces.

Subject-Specific Competency Development & Evaluation

	Subject Competency 1:	Subject Competency 2:
Key Features	<p>CREATES</p> <ul style="list-style-type: none"> • Uses ideas to create a musical work • Uses sound sources, elements of musical language and elements of technique • Organizes his/her musical creation • Shares his/her creative musical experience <p>INTERPRETS</p> <ul style="list-style-type: none"> • Becomes familiar with the musical content of the work • Applies elements of vocal or instrumental technique • Becomes familiar with the expressive nature of the piece of music • Respects group ensemble performance conventions • Shares his/her musical performance experience 	<p>APPRECIATES</p> <ul style="list-style-type: none"> • Analyzes a work or production • Interprets the meaning of the work or production • Makes a critical and aesthetic judgment • Shares his/her appreciation experience
Competency Use	<ul style="list-style-type: none"> • Students will create a soundscape which reflects the musical score • Students will rehearse their soundscape and make changes as needed • Students will perform their soundscape for their peers • Students will create their own score – and repeat the process 	<ul style="list-style-type: none"> • Students will reflect upon and evaluate their process of creation and performance • Students will reflect upon and evaluate the work of their peers

Evaluation criteria	<ul style="list-style-type: none"> • Coherent relationship between the stimulus for creation, the development of ideas, the development process and the result of his/her creation • Varied use of elements of musical language (refer to musical terms lesson) • Effective use of sound sources • Coherent organization of musical elements • Integration of periods of reflection and review into the creative experience • Smooth succession of the piece's musical phrases or sections • Appropriate use of the elements of technique specific to the sound sources used • Connection between the performance and the expressive nature of the piece of music • Consistent application of the conventions for group ensemble work 	<ul style="list-style-type: none"> • Coherent relationship between components of the work or production, what he/she has felt and his/her appreciation • Consideration of the appreciation criteria retained • Effective use of subject-specific vocabulary to communicate his/her appreciation • Appropriate use of written language to communicate his/her appreciation
Evaluation Strategy and tools	<ul style="list-style-type: none"> • Group Work Rubric (process) • Group Work Rubric (product) 	<ul style="list-style-type: none"> • Personal Evaluation Tool • Peer Evaluation Tool

Learning Situation Details

Phase: 1 Title of activity or Sub-question: Review of Musical Terms Timeframe: 30 minutes Competency: 1 (Creates)		
Evaluation Criteria <ul style="list-style-type: none"> Check for understanding orally after explaining each element to students 	Pedagogical Intention To identify major musical elements. This terminology will be used as students create, reflect upon and evaluate their soundscapes.	
What Evaluation Criteria is being used in this task? - Musical Terms Quiz	Role of the teacher <ul style="list-style-type: none"> Teacher will facilitate the brainstorm session Teacher will present the musical terms using a Power Point presentation. Teacher will administer quiz. It is recommended the students write the quiz at the beginning of the next period 	
	Role of the student <ul style="list-style-type: none"> Students will work in pairs to brainstorm each definition prior to the direct teaching portion of the lesson using the Note Taking sheet Students will continue to take notes during the musical terminology slideshow presentation. Students will complete evaluation (quiz) at the beginning of the next music period 	
Tools & Supports needed for this activity <ul style="list-style-type: none"> Computer equipped with power point, projector, screen 		
Name or description of tool or support	Status	If existing, insert URL or filename:

Student Note Taking Sheet Power point presentation – see attached presentation	<input checked="" type="checkbox"/> Existing <input type="checkbox"/> To be created <input type="checkbox"/> In progress	n/a
Resources used in this activity		
Name or description of resource Student Note Taking Sheet (study guide) Musical Terms Quiz	Status <input checked="" type="checkbox"/> Existing <input type="checkbox"/> To be created <input type="checkbox"/> In progress	If existing, insert URL or filename: n/a

Phase: 2 Title of activity or Sub-question: Creating a Musical Soundscape based on a given stimuli Timeframe: 30 minutes Competency: 1 (Creates & Interprets); 2 Appreciates		
Evaluation Criteria	Pedagogical Intention	
	To create a musical soundscape based on a given stimuli To perform an original musical composition To reflect upon and evaluate the composition experience and product	
What Evaluation Criteria is being used in this task? Personal Evaluation Tool Peer Evaluation Rubric	Role of the teacher <ul style="list-style-type: none"> • Teacher will present the activity (see teacher instructions) • Teacher will share video clip of Cathy Berberian as an example of Non-Traditional notation • Teacher will facilitate the composition activity • Teacher will evaluate student process (rubric) • Teacher will evaluate student product (rubric) 	
Instructor Group Process Rubric Instructor Evaluation Rubric	Role of the student <ul style="list-style-type: none"> • Students will work in groups to compose a musical soundscape (see student pages) • Students will interpret the various visual symbols and create appropriate sound representations • Students will use elements of musical language to create their soundscape • Students will use elements of musical language to reflect upon and evaluate their soundscapes and those of their peers (see personal and peer evaluation rubrics) 	
Tools & Supports needed for this activity Worksheets, Instruction Sheets, projector, screen, computer, Internet		
Name or description of tool or support	Status	If existing, insert URL or filename:
Non-traditional notation example inspired by the work of R. Murray Schaffer Student pages Teacher Instructions	<input type="checkbox"/> Existing <input type="checkbox"/> To be created <input type="checkbox"/> In progress	n/a

Personal Evaluation Tool Peer Evaluation Rubric Instructor Group Process Rubric Instructor Evaluation Rubric		
Resources used in this activity Video Clip (youtube.com)		
Name or description of resource Example of Non-Traditional Notation: Cathy Berberian, "Stripsody"	Status <input type="checkbox"/> Existing <input type="checkbox"/> To be created <input type="checkbox"/> In progress	If existing, insert URL or filename: http://www.youtube.com/watch?v=0dNLAhL46xM

Phase: 3 Title of activity or Sub-question: Creating an original Musical Soundscape Timeframe: 30 minutes Competency: 1 (Creates & Interprets); 2 Appreciates		
Evaluation Criteria	Pedagogical Intention To create an original musical soundscape To perform an original musical composition To reflect upon and evaluate the composition experience and product	
What Evaluation Criteria is being used in this task? Personal Evaluation Tool Peer Evaluation Rubric	Role of the teacher <ul style="list-style-type: none"> • Teacher will present the activity (see teacher instructions) • Teacher will facilitate the composition activity • Teacher will evaluate student process (rubric) • Teacher will evaluate student product (rubric) 	
Instructor Group Process Rubric Instructor Evaluation Rubric	Role of the student <ul style="list-style-type: none"> • Students will work in groups to create an original soundscape score • Students will work in groups to compose a musical soundscape (see student pages) • Students will interpret the various visual symbols and create appropriate sound representations • Students will use elements of musical language to create their soundscape • Students will use elements of musical language to reflect upon and evaluate their soundscapes and those of their peers (see personal and peer evaluation rubrics) 	
Tools & Supports needed for this activity Worksheets, Instruction Sheets		
Name or description of tool or support Original Score page Student pages	Status <input checked="" type="checkbox"/> Existing <input type="checkbox"/> To be created	If existing, insert URL or filename: n/a

Teacher Instructions Personal Evaluation Tool Peer Evaluation Rubric Instructor Group Process Rubric Instructor Evaluation Rubric	<input type="checkbox"/> In progress	
Resources used in this activity n/a		
Name or description of resource n/a	Status <input type="checkbox"/> Existing <input type="checkbox"/> To be created <input type="checkbox"/> In progress	If existing, insert URL or filename: