

LESSON PLAN STRUCTURE TEMPLATE

Teacher Candidate: Jocelyn Putnam, Molly Higgins and Christopher Chamberlain

Subject: Music - Instrumental **Grade/Class:** AMI 3M

Date: _____ **Time:** _____

Duration 75 minutes

Lesson Topic Aural Recognition of Intervals

CURRICULUM EXPECTATIONS:

SPECIFIC EXPECTATIONS:

By the end of the lesson students should/will be able to:

1. Correctly hear the differences between intervals
2. Recognize the song prompts
3. Associate the clips of the song with the interval played
4. Hear consonant versus dissonant sounds

LEARNING/TEACHING RESOURCES:

Video: Identifying Aural Intervals
Blank "Interval Cheat Sheet"
Piano/Keyboard
Projector and Speaker

LESSON SEQUENCE

A) INTRODUCTORY ACTIVITY:

Listening Journal: Superman Theme (4.13) or Marie from West Side Story (2.38)
- Discussion about the piece they heard. Did you like it? What about it? Did you dislike it? Why? Would you listen to it again?
Question of the Day (QOTD): What is consonance? What is dissonance?

B) DEVELOPMENT STRATEGIES:

Activity 1

Review of Writing Harmonic Intervals: Major, Minor, Augmented and Diminished
Scaffold using exercises on the board/overhead/smartboard
Use the "Think-Aloud" strategy

Activity 2

Interval Worksheet (based on prior lessons taught about intervals in practical theory)
Pair students in groups of 2 (a strong student and a weak student) so that they can compare work on make sure they are on track
Facilitate the classroom as they work

Activity 3

Watch Video: Identifying Aural Intervals
Have students fill out "Interval Cheat Sheet" as they watch
Take up at the end of the video

Activity 4

Have students to take out a piece of paper
Numbers 1-10
Play intervals solid and broken (3 times each) on the piano and have students identify the intervals they hear.
Just introduction of the concept so this should be diagnostic

C) DIFFERENTIATED INSTRUCTIONAL STRATEGIES:

Discussion-based learning at the beginning
Practical learning through theory worksheet: seeing the intervals on paper
Hand-on listening activity to hear the different intervals, rather than just seeing them

D) CULMINATING ACTIVITY:

Take up diagnostic listening activity
Make video "Identifying Aural Intervals" Available to students to watch at home if there is a need

E) ON-GOING ASSESSMENT/EVALUATION:

Continue with interval recognition as a weekly diagnostic activity until it is to be assessed at a unit test.

REFLECTION & SELF-EVALUATION:

FOLLOW-UP ACTIVITIES/IDEAS OR NEXT STEPS:

Play various (less familiar) pieces as listening journals throughout the next few days so the students can get the songs in their ears.