

Praxis Paper

Guided by scholarly research, this Grade 8 Music lesson aims to provide a comprehensive learning experience for students by engaging them in various sensory and expressive tasks. This lesson is enriched through activities that draw upon research pertaining to multimodality, multiliteracies, and strategies specifically designed for English language learners. This approach enhances musical understanding, facilitates language development, and responds to the diverse backgrounds, cultures, and experiences of students.

Through activities that invite students to speak, draw, move, and play, this lesson is enhanced with opportunities for students to engage with multiple modes of learning, including aural, linguistic, gestural, and spatial. Díaz-Rico (2020, p.152) states that many students must “see, hear, smell, touch, and feel knowledge at the same time” and that using multimodalities can accommodate students’ individual learning styles and preferences. This lesson involves multimodal activities, such as listening to music (aural), reflecting on learning through discussion and journal writing (linguistic), physically responding to music through movement (gestural), and interpreting pitch change through line drawings (spatial). Incorporating multimodality in instruction can aid students in building their own understanding of content (Haag & Compton, 2014). Greater equity can be attained as “students are afforded more agency” in their learning (2014, p.137).

Incorporating multiliteracies into a music lesson significantly enhances students’ learning by engaging them in multiple modes of communication and expression (Tremblay-Beaton, 2015). In this lesson, students will engage in musical literacy by analyzing diverse genres of music through the elements of music, such as pitch and timbre. Students will also listen to and interact with music by culturally and stylistically diverse musicians. In order to reflect the

backgrounds and interests of students, the teacher features a different song each week contributed by a different student. The “Song of the Week” will be incorporated into this lesson plan as one of the listening examples. Featuring music that is selected by the students enables them to see themselves reflected in their learning environments. This approach could deepen their understanding of music as a diverse art form and equip them with skills relevant in an increasingly globalized workforce, such as critical thinking and cultural responsiveness (Herrell & Jordan, 2020; Kalantzis et al., 2016).

In content-based English language learning sessions, students can simultaneously develop language proficiency, cognitive strategies, and content knowledge (Díaz-Rico, 2020). Utilizing a variety of expressive and sensory activities can immerse students in an enriched learning environment that promotes their language acquisition and music comprehension. In this lesson plan, students are engaged in language learning through music listening, making, and analysis. Learners receive input that delivers the terminology, concepts, and structures necessary for engagement within this subject area.

By integrating activities supported by multimodality, multiliteracy, and English learner strategy research, this lesson plan represents an approach to music education that values diversity in learning styles and linguistic and experiential backgrounds. Students can explore and express musical concepts deeply and meaningfully when educators practice classroom inclusivity and responsiveness. Educators can more effectively promote social change when they work to understand how culture and language impact student success through the cultural responsiveness and instructional methods of their teaching (Díaz-Rico, 2020).