

**Name:** Ben De Franco Circle J/I or **I/S** **Specific Grade and Course Code::** AMU10

**Music Lesson Concept:** Major Scales      **Period/s Length (min.):** 75 min

<b>Music: Curriculum Expectation links</b>	<p>A 1.1: apply the creative process when performing notated and/or improvised music</p> <p>C1.1: demonstrate an understanding of the elements of music, particularly through practical application and aural recognition, and use appropriate terminology related to these elements</p> <p>C 1.2 : demonstrate an understanding of, and use proper terminology when referring to, fund-mental concepts associated with notation</p> <p>C 1.3 produce or identify accurately, from notation and/or listening, simple melodic, rhythmic, and harmonic examples</p>	<b><u>Materials to be used in the lesson</u></b> A speaker to play music from  An instrument to play a major scale for the students (guitar, piano, trumpet etc.)  A projector Blackboard or Whiteboard
<b>Learning Goal/s</b>	<p>By the end of this lesson/s the student will be able to:</p> <ul style="list-style-type: none"> <li>• Students will be able to identify a major scale by sound and seeing it notated</li> <li>• Students will be able to understand what components make up a major scale</li> <li>• Students will learn how to play a major scale and manipulate it</li> </ul>	
<b>Assessment/ Evaluation</b>	<p>Assessment <i>as</i> Learning:  Students will be given a self-assessment at the end of the class. Students will evaluate how easy or hard they found certain aspects of today's lesson.</p>	
<b>Multiple Learning Styles</b>	<p>Musical/Rhythmic: Students will learn to play rhythms during the scale activity by practicing to stay in time with the rest of the band.</p> <p>Logical/Mathematical: Students will learn this when understanding the ton, tone semitone pattern that makes up the Major scale.</p> <p>Bodily/Kinesthetic: Students will use this when singing the</p>	

	<p>scale in solfège.</p> <p>Visual/Spatial The visual learning style is used when seeing what the major scale looks like on paper. Learning the distances between notes on staff paper.</p> <p>Verbal/Linguistic. Students will call out different musical terms in order to change s to the activity. Learning and remembering important musical terminology.</p>	
<p><b>Instructional Strategies Used</b></p> <p>(specify and list teaching/instructional strategies used)</p>	<ul style="list-style-type: none"> <li>• Singing the scale in solfege</li> <li>• Analyzing the scale and notating it</li> <li>• Playing the scale on their instruments</li> <li>• Creating and manipulating the scale to create a melody (in groups</li> <li>• Reflecting on the key aspects learnt</li> </ul>	
<p><b><u>Three-Part Lesson Template</u></b></p> <p><b><u>Minds On</u></b></p> <p>(mental set, hook)</p> <p><b>15 minutes</b></p> <p>(Connect to: previous lesson, prior knowledge, student interest, careers, pose a question, introduce a problem..</p>	<p>First, I will play (on a speaker) a few very popular melodies that rely heavily on the Major scale Melody's: Ode to Joy and Star Wars.</p> <p>This will be followed by an explanation of what the students are hearing: the Major Scale.</p> <p>I will explain the tone semitone pattern that makes up the Major Scale ( Tone-Tone-Semitone-Tone-Tone-Tone-Semitone ). Students will have learned what tones and semitone are in previous lessons.</p> <p>Next, I will sing a major scale using solfege and play it on Piano.</p> <p>Next, I will show a YouTube clip of the song "DO, RE, ME" from The Sound of Music to connect the scale to another movie in Pop Culture.</p>	
<p><b><u>Action/Activity</u></b></p> <p>(how students explore/investigate the concepts)</p> <p><b>50 minutes</b></p>	<p>Students will practice writing down the C major scale on manuscript paper. Underneath each note, students will write down the roman numerals of each and the scale degree name ( tonic, supertonic median, etc.)</p> <p>This will be followed by writing the G major scale. Finally, the F major scale</p> <p>Today's activity will first get the students singing in solfege on a significant scale. Students will be asked to stand up and sing while the teacher plays the piano. (Playing the piano gives a constant and accurate tone the students can try and match with their voices.)</p>	

	<p>After students will play the Bb concert scale on their instruments a few times</p> <p>Next, students will be split into two sections  group A = Soprano and Alto instruments  group B = tenor and Bass</p> <p>Group A will begin the Bb scale ascending in quarter notes. Group B will follow three-beat later (when group A plays the third). Both groups play the full octave scale ascending and descending.</p> <p>Finally, students will have a chance to say if they want to make any changes or updates to the above activity ( using the popcorn method)</p> <p>Changes may include: Starting on different notes, ad crescendos and decrescendos, one group plays considerably louder, manipulating the scale and playing them in a different order. Etc.</p>	
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