**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

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| **Music: Curriculum Expectation links** | A 1.1: apply the creative process when performing notated and/or improvised music  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  C 1.2 : demonstrate an understanding of, and use proper terminology when referring to, fund-mental concepts associated with notation  C 1.3 produce or identify accurately, from notation and/or listening, simple melodic, rhythmic, and harmonic examples | **Materials to be used in the lesson**  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 |
| **Learning Goal/s** | By the end of this lesson/s the student will be able to:   * Students will be able to identify a major scale by sound and seeing it notated * Students will be able to understand what components make up a major scale * Students will learn how to play a major scale and manipulate it |  |
| **Assessment/**  **Evaluation** | Assessment *as* 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. |  |
| **Multiple Learning Styles** | Musical/Rhythmic: Students will learn to play rhythms during the scale activity by practicing to stay in time with the rest of the band.  Logical/Mathematical: Students will learn this when understanding the ton, tone semitone pattern that makes up the Major scale.  Bodily/Kinesthetic: Students will use this when singing the scale in solfedge.  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.  Verbal/Linguistic. Students will call out different musical terms in order to change s to the activity. Learning and remembering important musical terminology. |  |
| **Instructional Strategies Used**  (specify and list teaching/instructional strategies used) | * Singing the scale in solfege * Analyzing the scale and notating it * Playing the scale on their instruments * Creating and manipulating the scale to create a melody (in groups * Reflecting on the key aspects learnt |  |
| **Three-Part Lesson Template**  **Minds On**  (mental set, hook)  **15 minutes**  (Connect to: previous lesson, prior knowledge, student interest, careers, pose a question, introduce a problem.. | 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.  This will be followed by an explanation of what the students are hearing: the Major Scale.  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.  Next, I will sing a major scale using solfege and play it on Piano.  Next, I will show a YouTube clip of the song “DO, RE, Me” form The Sound of Music to connect the scale to another movie in Pop Culture. |  |
| **Action/Activity**  (how students explore/investigate the concepts)  **50 minutes** | 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.)  This will be followed by writing the G major scale. Finally, the F major scale  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.)  After students will play the Bb concert scale on their instruments a few times  Next, students will be split into two sections  group A = Soprano and Alto instruments  group B = tenor and Bass  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.  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)  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. |  |