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| **Mei ELL Lesson Plan (Day 6)** |

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| **Language Objective**   * Students will be able to respond to Tuvan’s spiritual music and nature by completing graphic organizers. * Students will be able to understand what thriving looks like by creating and analyzing spiritual music. * English language learners will be able to enhance language fluency and reasoning skills by creating graphic representations, speaking in academic language using sentence starter, and thinking language matrix. | **Vocabulary**   * Timbre, musical form, sounds, phrases, imitation, instrumentation, improvisation, harmonization, nature, landscape. | **Assessment**   * Graphic organizer: it will assess student’s ability to make a connection between Tuvan spiritual music and nature. English language learners will be assessed on their ability to use academic vocabulary using sentence starters. * Music analysis and improvisation: will assess students’ ability to create, respond, and connect to spiritual music. |

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| ***Content standards***   * MU:Re7.2.8a Compare how the elements of music and expressive qualities relate to the structure within programs of music. * MU:Re7.2.8b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods. * MU:Pr4.3.8a Perform contrasting pieces of music, demonstrating as well as explaining how the music’s intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing). * MU:Pr4.2.8c Identify how cultural and historical context informs performances and result in different musical effects. * MU:Cr2.1.8a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent. * MU:Cn11.0.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. |

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| **Activity** |
| * Students will be divided into groups based on their language acquisition. The teacher will assign different Tuvan music videos to each group. Students will be provided with pictures of landscapes and will be asked to organize the picture in order based on what they hear in the music. * Students will work in groups to analyze the music and complete a graphic organizer to connect the elements in the music with nature. Intermediate & Advanced students will be asked to write a paragraph using academic language. Emergence & Early Production students will receive notes with keywords missing and sentence starter “I hear...because of the artist’s use of...” Pre-production students will receive vocabulary notes and will be asked to create graphic representations to make a connection between the elements in the music and nature. * The teacher will rearrange the groups with mixed language levels. Students will be assigned with different elements of nature and be asked to discuss the relationship between humans and nature using academic language ”I believe...because. In their group, students will create an improvisation for their assigned elements. |

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| **Closure** |
| * At the end of the class, students will share their improvisation and perspective. The teacher will combine the improvisation of each group. By combining their work, they have created their own spiritual music as a class. The teacher will play it back again and students will draw pictures of the landscape while listening to the music. At end, students will complete an exit slip to explain what they believe thriving looks like using the pictures they drew. |

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| **What I Hear** | **What I See** | **Connection with Nature** | **My Reasoning**   * “I believe...because…” |
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| **My drawing of the landscape that I related to...** |
| **What I believe thriving looks like (I believe...because...):** |

Rubric 1: Planning for Developing Student Knowledge and Skills in the Performing Arts

Level 5: Level 4 plus: Candidate explains how s/he will use learning tasks and materials to guide one or more individual students in their personal development in music/dance/theater.

Explanation: Tasks were divided based on students’ language acquisitions. The graphic organizer was tiered based on the student’s language level. Students will be able to make a connection between Tuvan spiritual music and nature by listing, creating, and responding to music. Individual students will make contributions and develop music skills by creating musical improvisation.

Rubric 2: Planning to Support Varied Student Learning Needs

Level 5: Level 4 plus: Supports include specific strategies to identify and respond to common errors, weaknesses, and misunderstandings.

Explanation: Tasks and graphic organizers are tiered based on students’ language acquisitions. This lesson used the thinking language matrix and hands-on creative work to help students acquire a better understanding. Students will receive notes with missing keywords, sentence starters, academic vocabulary, and visual representations. This lesson was designed to enhance ELL’s language acquisition; students are asked to use academic vocabulary and language. The teacher will be there to guide students and provide assistance.

Rubric 3: Using Knowledge of Students to Inform Teaching and Learning

Level 5: Level 4 plus: Candidate’s justification is supported by principles from research and/or theory.

Explanation: This lesson was inspired by the book *Where Rivers and Mountains Sing* by Levin. It introduces the Tuvan musical aesthetic and the connection between spirit-masters and nature. I found this resource to be a great topic to introduce environmental protection and ecological ethics as their belief implies that everything in nature is inhabited by spirit-masters.

Rubric 4: Identifying and Supporting Language Demands

Level 4: Targeted language supports address use of • vocabulary/symbols, • language function, AND • one or more additional language demands (syntax, discourse).

Explanation: Accommodations and modifications were implemented in this lesson. Graphic representations, sentence starters, and vocabulary were provided to address students’ needs. Tasks are tiered with different levels of difficulties but still share the common core learning goals.

Rubric 5: Planning Assessments to Monitor and Support Student Learning

Level 4: The assessments provide multiple forms of evidence to monitor students’ development of • knowledge/skills, • contextual understandings, AND/OR • artistic expression in music/dance/theater throughout the learning segment.

Explanation: Students will be assessed through multiple forms of evidence. This lesson implements formative assessment, ELL language supports, and differentiated instructions. Students will be monitored through various activities such as listening sessions, performance sessions, and discussion sessions. Students will be assessed on their ability to perform, respond, create, and connect to music based on their improvisation and informal analysis.