**Thriving Lesson Plans**

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| **Lesson Background** | |
| *Add this section to each of the lessons types (phases 1-4) below with relevant changes that pertain to the kinds of learning experiences* | |
| *Critical questions that examine issues in general with content* | * What is the Tuvan musical aesthetic, and how does their music connect to nature? * What message does the Tuvan spiritual music trying to imply? * How do humans connect to nature through music and sounds? |
| *Authentic, community-based questions that connect to content* | * How does Tuvan spiritual music connect to the ideal of ecological ethics and the principle of environmental protection? |
| *Contribution-oriented questions that connect to community and content* | * How do humans respond to environmental destruction? * How do people utilize music to promote environmental protection? * How can we contribute to environmental protection? |
| *Contribution-oriented objectives* | * Students will analyze various compositions of Tuvan spiritual music and how humans utilize music to make the connection with nature. * Students will apply what they have learned about Tuvan spiritual music and environmental protection to real-world practice. * Students will respond to how various artists establish the connection between humans and nature through music. * Students will contribute and promote environmental protection by creating a spiritual music podcast. |
| *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. |
| *Recontextualizing content standards towards critical, community & contribution* | National Education for Sustainability Standards 9-12   * 1.1 Intergenerational responsibility * 3.2 Collective Action   + Community- Based and Societal Decision- Making   + Public Discourse and Policy   + Organizational and Societal Change Skills and Strategies   Education for Sustainability EfS Standards and Performance Indicators  Cultural Preservation and Transformation  4. Develop an understanding of cultural influences on the ability of people to live well in their places over time. Pay particular attention to what should be preserved and what must change in order to thrive over time.  7. Recognize the value of stories and the arts as links between the past and present and future.  8. Use stories and the arts to document and make visible what should be preserved and what needs to change in order to contribute to the sustainability of our communities in our places over time. |

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| **Initial Explorations Lessons (Phase 1)** | | |
| **Learning Experiences** | **Description** | **Differentiation & Supports** |
| *Exploration of community-based issue* | Essential Question: what is the relationship between humans and nature?     * Students will be asked to take a walk around the school and take pictures of places that demonstrate environmental destruction. * Students will be asked to answer the prompt on the board: what are the causes of environmental destruction? What do you think is the relationship between humans and nature? * Students will complete a graphic organizer to make a connection between humans and nature. | Students with disabilities and English learners   * Students will be presented with pictures that show environmental destruction. * Students will share their perspectives on environmental protection. |
| *Exploration of content in connection with community-based issue* | * Students will first listen to the teacher plays borbangnadyr by Huun-Huur-Tu: <https://www.youtube.com/watch?v=CO9eJBx13mM> * Students will draw pictures of the landscape that they saw in their mind while listening to the music. * Students will have a group discussion on: What is the song about? What sounds do you think the artist was trying to imitate? | * Students will listen to the teacher plays *borbangnadyr* by Huun-Huur-Tu: https://www.youtube.com/watch?v=CO9eJBx13mM * Students will draw pictures of the landscape that they saw in their mind while listening to the music. * Students will complete a listing map to connect the sound with nature. |
| *Prior knowledge (research & sharing)* | * Respond to music. * Understand the basic cause of environmental destruction. * Respond to some connections between nature and humans. | * Respond to music * Echo the music * Understand environmental protection. * Know elements of nature. |
| *Connection to student path with content and community-based issue* | * The teacher will introduce the connection between Tuvan spiritual music and environmental protection.   *Everything in nature is inhabited by spirit-masters. Spirit-masters protect nature. In order to gain access to natural resources, humans have to show their respect by making offers or praise.* | * The teacher will introduce the connection between Tuvan spiritual music and environmental protection. |
| *Intended student contributions connected to path, content, and community-based issue* | * Students will be asked to trade their drawings with their classmates and work in a group to brainstorm three ways that they can protect the environment in their pictures. * The students will be assigned homework:   -Students will be asked to go home and take a walk around their back backyard. They will close their eye and listen to the sound of nature and think about where do these sounds come from? How can they protect them from being destroyed? | * ELL students will be paired with native speakers. They will be provided with sentence starters such as: if we do...then… * Students who have trouble coming up with ideas will receive examples of similar scenarios to guide their work. |
| *Data collection and analysis of student prior knowledge* | * The teacher will use formative assessment to analyze the student's prior knowledge. * Students will complete an entrance slip to answer the following question: what do you think is the relationship between humans and nature? * The teacher will look at students drawing to see if they can respond to the artist’s intention. | * Students will be provided with sentence starters to answer the question. |
| *Assessment of initial content/skills exploration* | * Students will be assessed on their completion of the graphic organizers to make a connection between humans and nature. * Students will be assessed daily on their participation in group discussion (their ability to respond and relate to the content materials). * Students are assessed on their ability to create, connect, and respond to the music that’s being played. | * Students will complete a graphic organizer to demonstrate their understanding of the connection between Tuvan spiritual music and environmental protection. * Students will be assessed daily on their participation in group discussion (their ability to respond and relate to the content materials). * Students will be assessed on their ability to identify different types of sounds. |

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

Level 4: Candidate’s plans for instruction build on each other to support students to create, perform, and/or respond to music/dance/theater with clear and consistent connections to • knowledge/skills, • contextual understandings, AND • artistic expression.

Explanation: Students will work together to discuss the connection between Tuvan musical aesthetic and environmental protection. Students will create listening maps for the music that's being played. Students will respond to the relationship between human and nature by connecting it to Tuvan’s beliefs of spirit-masters.

Rubric 2: Planning to Support Varied Student Learning Needs

Level 4: Planned supports are tied to learning objectives and the central focus. Supports address the needs of specific individuals or groups with similar needs.

Explanation: This lesson is provided with accommodations and modifications. Students with special needs will participate in activities and group discussions in a less-restrictive setting. Students will complete graphic organizers in replacement for writing papers. Students will be provided with pictures and technologies to accommodate their needs.

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

Level 4: Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students’ • prior academic learning AND • personal, cultural, or community assets. Candidate makes connections to research and/or theory.

Explanation: This lesson is connected to the Tuvan musical aesthetic. It emphasizes the importance of environmental protection and humans’ connection with nature. The ideal of spirit-masters implies that everything in nature is alive, and we need to protect the natural environment. Research/resource: *Where Rivers and Mountains Sing (book)*

Rubric 4: Identifying and Supporting Language Demands

Level 5: Level 4 plus: Language supports are designed to meet the needs of students with different levels of language learning.

Explanation: This lesson is provided with accommodations to support students’ language demands. To accommodate for language needs, students will be provided with picture demonstrations, listening maps, symbols, and listening examples.

Rubric 5: Planning Assessments to Monitor and Support Student Learning

Level 5: Level 4 plus: The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.

Explanation: This lesson is composed of several listening sessions to help students enhance their understanding of the connection between spiritual music and environmental protection. Students will work together to analyze music, respond to music, and create music. Students with special needs will participate in activities with a modified version of assessments.