

Final Lesson Plan	
Teacher	Peter Ye
Grade Level	Fifth Grade
Content Area	Elementary General Music
Topic	West African American Music and Culture
National Music Standards	Creating: Imagine – Generate musical ideas for various purposes and contexts MU:Cr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context
California Arts Standards for Music	Creating: AS1 Generate and Conceptualize Artistic Ideas and Work 5.MU:Cr1a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purposes and context
English Language Development Standards	Part I: Interacting in Meaningful Ways. A. Collaborative. 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics
Learning objectives	By the end of the lesson, students will be able: <ol style="list-style-type: none"> 1. To identify how African music traditions have influenced Western music. 2. To differentiate between traditional West African and other instruments. 3. To improvise lyrics in time with a backbeat. 4. To improvise melodies through singing.
Instructional Resources / Materials	<ol style="list-style-type: none"> 1. PowerPoint presentation on West African instruments (https://docs.google.com/presentation/d/1_0TyarZKG_OeF3EIDQMbMQVnY_09ybDwommvzdhCXVg/edit?usp=sharing) 2. African beat backing track 3. Kahoot quiz on African vs. other instruments and sounds 4. Jazz backing track “Doxy” (https://www.youtube.com/watch?v=kVR2QXI_wog)
Instructional strategies (teacher)	<ol style="list-style-type: none"> 1. Open by singing and moving to the song “Funga Alafia” with the African beat backing track. Have a conversation with the class while speaking in time. 2. Show PowerPoint that shows West African instruments 3. Use a Kahoot to assess understanding of West African instruments. 4. Discuss aspects on African music that influence today’s music (rhythm, drums, beat, harmony) 5. Sing a call and response jazz song over a backing track 6. Ask students to review what activities the class did together.
Learning activities (students)	<ol style="list-style-type: none"> 1. Students talk improvise lyrics in time with a backing track. 2. Students watch and listen to excerpts of African American instruments and identify them accordingly. 3. Students discuss the differences between African American and Western music. 4. Students sing and improvise in turns with the teacher.

Assessment (informal/ formal)	<ol style="list-style-type: none"> 1. Use a Kahoot quiz to assess whether students can identify West African instruments. 2. Observe if students can improvise in time with a backing track. 3. Observe if students can improvise melodically to a backing track. 4. Ask students to discuss what they learned about West African and African American music in class.
Adaptions/ accommodations for students with specific learning needs	Students have various methods and opportunities to receive and process information. Students may learn aurally from listening to examples of sounds and music of West African and African American music. Students who are stronger visual learners can look at pictures and videos of West African instruments and African American music performances. Students learn tactically from speaking and singing in time with a provided backing track. In this way, students are provided multiple ways to ensure their learning needs are met.
As a result of teaching this lesson, what changes, if any, will you make to the next lesson?	For next lesson, I want to be more specific on what my teaching plan is about and be more intentional of how to deliver information and check for understanding. I felt like I chose too broad of a spectrum of what I wanted to teach on—looking at West African culture while also looking at African American music, and trying to talk about too many different musical concepts (e.g. call and response, melodic improvisation, talking in rhythmic). Instead, I could have only looked at either West African music, or a specific genre of African American influenced music, while focusing on key musical concepts that are closely related. I also want to make sure I am delivering information in a way that is constantly engaging to the students. Instead of just trying to put all the information I could find into one lesson, I should have discerned which information was most important and assessed the classroom based on what information was important. I could have also been more intentional in my assessment, preparing question beforehand that were thoughtful and just challenging enough to make the students think. Practically, in my Kahoot, the questions should have been ordered according to difficulty and have a better balance of easy and difficult questions.