

Thursday, January 9th, 2020

Interview Sample Lesson

Common Core Fine Arts Standards

MU:Cr1.1.5b. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.
MU:Pr5.1.5a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.
MU:Pr6.1.5a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

EQ & Objective

Essential Question MU:Pr4.3.5 : How do musicians improve the quality of their performance?

Objective:

- Students will be able to identify and provide suggestions to address common mistakes in playing the 3 intro chords on ukulele.
 - Students will be able to play 3 introductory chords smoothly
 - Students will be able to transition between the 3 introductory chords smoothly.
-

Materials

- ClearTouch board displaying
 - Objectives (+clip of rubric)
 - Ukulele visual reference
 - Next week: Play House of Gold on Uke!
 - One Per Partnership
 - Ukulele
 - Pencil
 - Rubric Paper
 - Hard surface
-

Procedures

- Students will retrieve their materials and come to the carpet at a level 0.
 - Partner A will start with the ukulele.
 - "Why is the class in partners today?" A: "Identify issues, see good or bad examples."
 - Partner A will play through C with teacher support and partner evaluation for 1-2 minutes, then switch so Partner B can practice.
 - Teacher will bring class back together.
 - Starting with whichever partner has had less time will demonstrate C chord in quarter note strums.
 - Teacher will help set/check Am chord and Partners will practice for 1-2 minutes, switching when they feel comfortable.
 - Teacher will bring class back together.
 - Remind students of Secondary objective (smooth transitions). S will use the secondary objective to increase mastery of the two chords they've already practiced.
 - Whole group practice (each partner) to demonstrate understanding.
 - With teacher, board reference, and partner support, set F and practice chord.
 - Teacher walk through, Students switch halfway through.
 - Teacher will bring class back together.
 - Show and discuss the rubric, and what a good example vs. a poor example is.
 - Teacher set up the assessment by reminding students they need to accomplish this in order to play House of Gold next week.
 - Students will use 5 minutes to practice, then have 10 minutes to assess.
 - Students will turn in pencil, paper, board, ukulele, then return to the carpet.
 - Students will share out about the experience of testing and being tested. (What went well? What were common mistakes? What would you like to do differently next time?)
 - Students will be dismissed to line up at the door to meet their teacher.
-

Accommodations & Modifications

Verbal review of rubric and objectives information for low readers and ELL
Physical modeling from partners, visual modeling on board, for delayed fine motor skills
Variable practice time to allow for one partner needing extra support

Assessment

Have your partner choose their 3 chords and record them on the line above.
 Have your partner play through their chords 3 times, playing each chord at least 4 times.

Grade their best attempt. Leave polite, helpful feedback in the notes section.

	3	2	1	0
Chords	Partner played all 3 chords accurately	Partner played $\frac{2}{3}$ chords accurately	Partner played $\frac{1}{3}$ chords accurately	Partner played no chords correctly
Hand position	Partner placed fingers on strings above frets	Partner placed fingers on strings on top of frets	Partner's fingers not compressing all strings	Partner's fingers compressing no strings.
Strumming	Strumming is rhythmically even and uniform	Strumming is rhythmically even but not uniform	Strumming is not even or uniform, but is attempted	Partner makes no attempt to strum chords multiple times.

Total points out of 9: _____/9

Notes: