Rough Draft

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| Name: Josh Layton | | | | | | | | |
| Subject/Grade Level: High School Music History | Lesson Title: Romantic Era Composers | | Unit: Romantic Era | | | Date or Lesson #: | | |
| Virginia SOL/National Standard: HG.9: The student will analyze music by 1. describing music styles and forms through listening; 2. defining and classifying various musical styles that represent different historical periods and cultures; 3. examining the importance of composers’ use of style, cultural influences, and historical context for the interpretation of works of music; and 4. describing and interpreting works of music, using inquiry skills and music terminology. | | | | | | | | |
| Measurable Lesson Objective(s): After the lesson, students will be able to name at least two characteristics of Romantic era music and define at least five new vocabulary words from the passage. | | | | | | | | |
| Materials/Technologies/Resources Needed: index cards for sorting activity, copies of reading for each student, index cards for heads up, RAFT assignment sheets, exit slips, smart board for potential video | | | | | | | | |
| Assessment (Formative and/or Summative): Pre-assessment: Classical or Romantic sorting activity.  Formative: RAFT: List at least two characteristics of Romantic era music (for example, influential composers, differences from classical era, historical background, etc.)  Exit Slip: Give a definition in your own words for at least five vocabulary words from the reading in five words or less for each. | | | | | | | | |
| Anticipatory Set (Hook & Agenda): Classical or Romantic? | | | | | | | | |
| Teacher will:  Give students index cards with written characteristics of either the Classical or Romantic era of music (vocab, composers, etc.). | | Students will:  Sort their index cards by standing on either side of the room, depending on whether the characteristic describes the Romantic era, Classical era, or both. | | Accommodations/Differentiation:  Students may choose to work in teams and assign multiple people to one index card | | | Anticipated Time:  5 min | |
| Access /Review Prior Knowledge: Turn and talk | | | | | | | | |
| Teacher will:  Ask students to list as any classical composers as they can, then discuss which composers are actually from the romantic era | | Students will:  Recall prior knowledge of major common composers and pieces from early general music classes | | | Accommodations/Differentiation:  Heterogeneous grouping by placement in the room | | | Anticipated Time:  5 min |
| Teaching Process & Modeling (Content is presented, accessed or built)  Guided Practice & Checking for Understanding  Independent Practice  There is no prescribed order to this section; you must tailor the order to the students and the content. This should be the longest portion of your lesson plan. | | | | | | | | |
| Teacher will:  DRTA: guide students through reading passage, having students read sections aloud and stopping between sections to discuss important concepts and vocabulary  Guide students through heads up activity using list of words that students have come up with  Explain the RAFT assignment: Students must choose either a popular artist or romantic era composer and write a letter to the other person explaining why their music is superior OR  Write a newspaper article advertising an upcoming concert involving a romantic era composer | | Students will:  Come up with a whole-class list of unfamiliar words to be discussed. The list will be written on the smartboard or whiteboard, evaluate predictions made in the sorting activity  In two teams, students will help their teammates name as many words from the passage as possible by quickly defining them in their own words  In their response students must cite at least two characteristics of the Romantic era from the reading. | | | Accommodations/Differentiation:  Allow list of most important vocab words to be determined by the students with some guidance by the teacher.  Multiple options for RAFT prompt. | | | Anticipated Time:  15 min  15 min  15min |

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| Closure: Exit Slip | | | |
| Teacher will:  Handout the exit slip with five minutes remaining in class and provide list of vocabulary words from the reading | Students will:  Students will give definitions for at least five new vocabulary words from the reading using five words or less for each. | Accommodations/Differentiation: | Anticipated Time:  5 min |
| Declarative Summary Statement: In conclusion, the romantic era was one of the most important times in history and introduced a lot of exciting new ideas and styles that helped move music forward. | | | |
| Activity If Extra Time Remains or Technology Fails: | | | |
| Teacher will:  (If extra time) Show video on romanticism.  <https://www.youtube.com/watch?v=OiRWBI0JTYQ&t=70s>  If video fails: Have students reattempt the sorting activity and assess their improvement in accuracy and retention of new information | Students will:  Gain an understanding of romantic ideas and historical backgrounds outside music.  Students will reattempt the sorting activity and determine how accurate their predictions were. | Accommodations/Differentiation: | Anticipated Time:  5 min  5 min |

Note: Attach or provide hyperlink to all handouts, external documents, resources, etc.