LAMP Presentation

*Spring 2012*

**

*By:*

*Andrew Sloniker*

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**Purpose of the Project**

 The purpose of this project was to show student growth over a ten-day unit lesson plan. Students were assessed prior to the unit plan beginning with both a written and playing exam. The written exam incorporated historical knowledge pertaining to the subjects of Greek and Norse mythology. Using a multitude of questions such as true/false, multiple choice, fill in the blank, and short answer, students were asked to fill out the exam to the best of their ability. The students’ tests were then assessed and recorded. The second part of the pre-test involved a playing exam. Students were asked to perform and record on their iPads a selection of music from Fate of the Gods, a piece I have incorporated into my unit plan. The students then emailed the recording to my email address. Using a pre-formed rubric I then assessed the students performance from the recording. The two grades were then combined to form one final total the pre-test assessment. After the ten-day unit took place, students were asked to repeat the testing. The same assessment took place in two parts, a written exam and playing exam. Students answered the exact same questions that appeared on the pre-written test and played the exact same excerpt that appeared on the pre-playing test. The students were then assessed and the scores were recorded. If the project was successful students grades should have increased from the pre-test score and the students should have gained a wealth of knowledge pertaining to Western Mythology.

**Objectives and Standards Covered**

Standards

* 2. Playing on instruments, alone and with other people, a variety of repertoire
	+ H.2.3 Play a variety of repertoire accurately and expressively with correct pitches and rhythm, and appropriate tempo, dynamics, phrasing, and articulation.
	+ H. 2.5 Play a variety of repertoire with a difficulty level of 4 (on a scale of 1 to 6)
	+ H. 2. 7. Learn conducting patterns and techniques and follow cues of teacher and student conductors.
* 5. Reading and Notating Music.
	+ H. 5. 1. Read and perform instrumental scores observing symbols pertaining to pitch, rhythm, dynamics, tempo, articulation, and expressive detail.
	+ H. 5. 3. Sight-read music with an appropriate level of difficulty in major and minor keys, using a consistent method.
* 6. Listening to, analyzing and describing music.
	+ H. 6. 5. Identify compositional elements in repertoire being studied that may convey a particular emotion or mood.
* 7. Evaluate Music and Music Performances
	+ H. 7. 2. Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of instrumental performances.
* 8. Understanding relationships between music, the other arts, and disciplines outside the arts.
	+ H. 8. 5. Compare instrumental works and other art forms with similar characteristics and effects to enhance understanding and interpretation of the music.
* 9. Understanding music in relation to history and culture.
	+ H. 9. 3. Perform instrumental repertoire in an authentic style that reflects its culture of origin, and consider the role music plays in that culture.
	+ H. 9. 4. Understand and describe characteristics of musical works, types of ensembles, and performance styles appropriate for specific situations.
	+ H. 9. 5. Research and write an informative article about repertoire being studied that could be used for publicity, in a concert program, or as part of an “informance.”

Cross Curricular Standards

* Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development.
	+ 9.1.3. Use knowledge of mythology (Greek, Roman, and other mythologies) to understand the origin and meaning of new words.
	+ Example of this: Thor, god power in Norse mythology, influenced the creation of the day “Thursday.”

Objectives

* Students will learn to play “Fate of the Gods” by Steven Renikie by semesters end. They will accomplish this by several lesson where the instructor is able to break down individual parts and rehearse them effectively in front of the class. Using multiple rehearsal techniques, the students will begin to gain information and musicianship skills while the instructor rehearses the ensemble (Standards 2, 5, 7)
* Students will gain a wealth of knowledge involving Greek, roman and Norse mythology over a ten day unit plan. Using multiple instructional strategies such as lecture, use of media, use of technology and supplemental materials, students will be able to ask assessment questions, both verbal and written, formal and informal. (Standards 8, 9)
* Students will understand how to play specific passages of music with musicianship, passion and emotion. By specifically practicing these passages and engaging in verbal discussion with students I can help motivate students to play music using these emotions (Standards 5, 6, 7)

Differentiation/Accommodation

* Students were assessed on an individual basis weeks prior to the unit. After thorough discussions with Mr. Merkamp I was able to create a unit that best suited all students learning styles. I presented material in both verbal an non-verbal ways. Students were given the choice to read along, take notes, look at PowerPoint presentation slides, perform musical selections on an instrument, and then take a written based assessment prior and post the unit. By providing students with multiple strategies and teaching styles, they were given the opportunity to succeed on many different levels. Overall using multiple strategies helped provide excellent data in support of this teaching tool. In future lessons I will incorporate different choice options like the ones listed above to help students succeed on many different levels.

Real-Life Skills/Critical Thinking

* Throughout the ten-day lesson and prior to the post written exam I informed the students that by using context clues, they would be able to figure out answers to questions by using small amounts of critical thinking. An example of this appeared on the written exam. Students were asked to define the term “Apassionato”. By looking inside the word students can begin to see the word “passion”. The answer to the question is “to play with passion”. Critical thinking question here can be transferred over later in life while students are taking other assessment or are put into real life situations.
* The complexity of Greek and Norse mythology can be very complicated. I provided students with a family tree to help make connections as we travled through the unit. By taking the skill of learning and retaining information and making the correct connections students can begin to transfer these skills to other classroom experiences and life events.

Instructional Strategies Used Within Lesson

* Lecture
* Reading along silently
* Note-taking
* Individual rehearsal instruction

Technology To Be Used

* Apple iPad
* Microsoft Office PowerPoint
* Projector
* Projector Screen
* Apple iPhone
* Apple Macbook
* “Quick-Voice” App
* “Splashtop” App
* “QR Code Reader” App
* Apple “Cloud”
* [www.youtube.com](http://www.youtube.com)
* iTunes

**Assessment Narrative**

* Students were assessed weeks prior to the actual unit beginning for reasons of special accommodation. It was determined that no students would require special accommodation for this unit and the lesson was presented to all students in the exact same manner. If students did require special adaptation though, special accommodations could be made for assessment purposes. By having an instructor read each question aloud to the student, and personally helping the students during both the playing and written portions of the assessment, all students would be given the opportunity to succeed.
* For this unit there were three types of assessment used within the unit. There were two types of formal assessment. A written exam at the beginning and end of the lesson as well as a playing test that would be turned into the instructor at the beginning of the lesson and end of the lesson. Rubrics were designed for the playing exam based around three major areas; Mechanics, Musicianship, and Attention to Details. The mechanics dealt with correct notes, tempos, rhythms. The musicianship aspect dealt with intonation, breath support, phrasing of notes, dynamics, and timbre presented. Attention to details dealt with how accurately the students turned the assignment in. Whether it was late, labeled properly and the correct format used determined whether the points were achieved. Students were also informally assessed on a daily basis. Instructional methods were adjusted to help encourage the retaining of information and success within the unit.

**Instructional Narrative**

* Before any activity was presented to the students, the instructor sat in front of the ensemble and explained in detail what was going to be happening. This included all pre and post-tests, rubrics, slideshow presentations and rehearsals. This project focuses around two main parts. The physical information, which was presented in the PowerPoint presentation and the piece “Fate of the Gods” by Steven Reinike. Concepts were based around musical elements found in the piece and basic knowledge pertaining to both Greek and Norse mythology. The standards chosen for this unit revolved around the skills gained from the piece and basic knowledge used. Students were given several opportunities to gather the information, either through in class experience and lecture, or on their own with the use of the iPads. Differentiation in learning helped create multiple ways the students could gather the information. For mastery of the criteria, students had to complete four exams, two written and two playing, and also participate in a in class discussion pertaining to the information that was being given. Students were assessed through the testing as well as informal assessment that was done on a daily basis. Students were assigned grades based on pre-made rubrics that were used for the playing exam and how well they were able to answer questions pertaining to the information on the written exam.

**Vocabulary**

Alfheim – Land of the Elves.

Allegro con Fuoco – Fast and Lively with Fire.

Allegro Feroce – Fast and Fierce.

Andante Semplice – Slow and Simple.

Aphrodite – Goddess of love, desire and beauty.

Apollo – God of the sun and of music; inventor of the Lute.

Appassionato – To play with passion.

Ares – God of War.

Artemis – Goddess of the moon and the hunt; twin sister to Apollo.

Asgard – Land of the Norse Gods.

Athena – Goddess of war, wisdom, and the arts.

Atlas - Titan of Astronomy.

Balder – Norse god of wisdom.

Cerberus – Three headed dog that guards the gates of Hades.

Chaos – Beginning of Greek Mythology; All things come from chaos.

Coeus – Titan of Intelligence.

Cronus – Ruler of the Titans.

Demeter – Goddess of the Harvest.

Ellison Fields – Where good souls go in the underworld.

Erebus – Creator of Darkness/Silence.

Eros – Creator of Love and Desire.

Gaea – Mother Earth.

Gjallarhorn – Battle horn used in Norse Mythology.

Grandisso – To play in a grand or large manner.

Hades – God of the Underworld and the wealthy.

Hebe – Goddess of Youth.

Heimdallr – Possesses the Gjallarhorn; God of Gold.

Hephaestus – God of smiths and weavers.

Hera – Queen of Olympian Gods; Also goddess of marriage and motherhood.

Hercules – Considered to be a hero among the gods. First mortal to be made a god

after death.

Hermes – The messenger god. Also go of the musical scale.

Hestia – Goddess of Hearth.

Jotunheim – Land of the Giants.

Labors of Hercules – Hercules had to complete 12 labors for the king of Mycenae.

Loki – Norse trickster god.

Midgard – Land of Men.

Muspelheim – Land of Fire.

Mt. Olympus – Home of the Greek Gods.

Niflhem – Land of the Dead.

Nithavellir – Land of the Dwarves.

Nynx – Creator of the Night.

Odin – Ruler of Asgard.

Odyssey, The – The tale of Odyssey which focuses on the main character Odysseus.

Oracle of Delphi – Under the guidance of Apollo. Looked into the future.

Orfeo ed Euridice – German opera composed in 1762 by Gluck.

Orpheus – Greek Musician who charmed people with his music. Visited Hades to get

his wife back.

Orpheus in the Underworld – Opera Bouffon composed in 1858 by Jacques

Offenbach.

Phoebe – Titan of Brilliance and the Moon.

Persephone – goddess of springtime and the bountiful harvest.

Poseidon – God of Water.

Prometheus – Titan of Wisdom and Forethought and bringer of fire to man.

Rhea – Queen of the Titans.

Styx – The river souls must travel across to go into the underworld.

Svartalifahelm – Land of the Dark Elves.

Tartarus – Creator of the Underworld.

Thor – God of war, thunder, lightning, storms, healing and fertility.

Uranus – Titan of the Heavens.

Vanaheim – Land of Vanir.

Yggdrasil – Life tree in Norse Mythology.

Zeus – King of the Olympian Gods.

* Definition for the above terms came from:
	+ [www.greekmythology.com](http://www.greekmythology.com)
	+ [www.viking-mythology.com](http://www.viking-mythology.com)
	+ [www.music.vt.edu/musicdictionary](http://www.music.vt.edu/musicdictionary)

**Timeline for Unit**

* The unit was broken down into ten separate lessons. These lessons were:
	+ *Day 1* – Introduction into Mythology; Discussion of culture and outside influences. Chaos and its five spawns.
	+ *Day 2*- The Titans. Where they spawned from, what their powers were, and what they created. Zeus’ origins, family and powers.
	+ *Day 3* – The Olympian Gods: The Children of Chronus and Rhea. Discussion on Zeus, Poseidon, Hades, Demeter, Hera and Hestia. Each of their stories, powers and influences were discussed.
	+ *Day 4* – The Olympian Gods: The Females. Discussion on the main female goddesses. This includes Athena, Artemis, Hebe, Persephone and Aphrodite. Each of their stories, powers and influences were discussed.
	+ *Day 5* – The Olympian Gods: The Males. Discussion on the main male gods. This includes Ares, Hermes, Hephaestus, and Apollo. Each of their stories, powers and influences were discussed.
	+ *Day 6* – Hercules. The story of Hercules and his twelve labors were discussed. Hercules death was also a discussion point.
	+ *Day 7* – The Odyssey. The story of Odysseus and his travels back from the Trojan War. Background information such as time, number of books and influences from culture were also discussed.
	+ *Day 8* – The Underworld; Orpheus and Orpheus in the Underworld. Discussion on different elements of the Underworld such as Cerberus, and the Elision Fields. The story of Orpheus and his journey through the underworld. Jacques Offenbach’s “Orpheus in the Underworld.”
	+ *Day 9* – Introduction into Norse Mythology. Basic terms such as Asgard and Yggdrasil were discussed. A background on the piece Fate of the Gods.
	+ *Day 10* – Discussion of key Norse gods such as Loki, Balder, Odin, Heimdllar, and Thor.

**Lesson Plans**

Andrew Sloniker

3/25/12

Dan Merkamp

Band Period 1/3

Lesson Plan – High School – LAMP Day 1

Objectives

* Students will have a full understanding of the unit plan that I will be placing in front of them and what is to be expected of them.
* Students will show progress in the beginning of Fate of the Gods

Procedure

* Warm Up – Pg. 10
	+ Exercises 1-7
	+ Articulations
* Administer Pre-Test
	+ Explain Rules and Directions
* LAMP – Day 1
	+ Beginning – Chaos Slides 1-7
* Fate of the Gods
	+ M. 1-52
	+ Check Notes
	+ Check Rhythms
	+ Moving Lines
	+ Dynamics
	+ Review 55 - 113

Assessment

* Students will partake in a Pre-test showing their knowledge of Mythology. The assessment will be written based.
* Students will also be informally assessed and assisted on an individual basis.

Standards

* 2. Playing on instruments, alone and with others, a variety of repertoire
* 5. Reading and Notating Music
* 8. Understanding relationships between music, the other arts, and disciplines outside the arts.
* 9. Understanding music in relation to history and culture.

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Andrew Sloniker

3/27/12

Dan Merkamp

Period 1/3 (Lamp Day 2)

Lesson Plan 3/26/12 – LAMP Day 2

Objectives

* Students will understand the concept of Titans and the life of Zeus
* Students will play M. 163 – 179; M 188 – 213

Procedures

* LAMP Day 2
	+ Titans and Zeus
	+ Slides 8 – 13
* Fate of the Gods
	+ M. 163 – 179
	+ Check Notes/Rhythms
	+ Intensity
	+ M. 188 – 213
		- Check notes/rhythms
		- Intensity
		- Articulations
* Pirates of the Caribbean
	+ TBD during 1st period

Assessment

* There will be no formal assessment on this lesson.
* Students will be informally assessed and assisted on an individual basis

Standards

* 2. Playing on instruments, alone and with others, a variety of repertoire
* 5. Reading and Notating Music
* 8. Understanding relationships between music, the other arts, and disciplines outside the arts.
* 9. Understanding music in relation to history and culture.

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Andrew Sloniker

3/29/12

Dan Merkamp

Period 1/3

Lesson Plan – 3/29/12 (Lamp Day 3 & 4)

Objectives

* Students will understand the relationship between Cronus and Rhea and their children. Students will also understand how the female gods relate to the story of Greek Mythology
* Students will play M. 188 – End with intensity and dynamics

Procedure

* LAMP Day 3
	+ The children of Cronus and Rhea
		- Hera
		- Poseidon
		- Hestia
		- Hades
		- Demeter
* LAMP Day 4
	+ Female Greek Goddesses
		- Persephone
		- Aphrodite
		- Hebe
		- Athena
		- Artemis
* Warm-Up
	+ Pg. 10
		- Different articulation (tongue two, slur two)
* Fate of the Gods
	+ REVIEW
		- 188 – 202
	+ 202 – 214
		- ¾ Measure
		- Eighth Note Run
		- Intensity in playing
		- Cut off of note
	+ Play 188 - End

Assessment

* There will be no formal assessment on this lesson.
* Students will be informally assessed and assisted on an individual basis

Standards

* 2. Playing on instruments, alone and with others, a variety of repertoire
* 5. Reading and Notating Music
* 8. Understanding relationships between music, the other arts, and disciplines outside the arts.
* 9. Understanding music in relation to history and culture.

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Andrew Sloniker

3/30/12

Dan Merkamp

LAMP Day #5

Period 1/3

Lesson Plan – 3/30/12 – LAMP Day #5

Objectives

* Students will understand the concepts and differences between the Greek male gods and female goddesses.
* Students will understand how all the gods are connected in one way or another.

Procedure

* LAMP Day 5
	+ Slides 35-44
		- Apollo, Ares, Hephaestus, Hermes
		- Review past information
* Fate of the Gods
	+ Warm Up – E minor
		- Exercises 1-4
	+ M. 77-114
		- Woodwinds work on fingerings of runs
		- Cresendos’
		- Brass work on note accuracy, articulation
		- Tempo
			* High hat, low voices
		- Combine all parts 77-114
		- Run two times for accuracy

Assessment

* There will be no formal assessment this lesson
* Students will be informally assessed and assisted on an individual basis.

Standards

* 2. Playing on instruments, alone and with others, a variety of repertoire
* 5. Reading and Notating Music
* 8. Understanding relationships between music, the other arts, and disciplines outside the arts.
* 9. Understanding music in relation to history and culture.

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Andrew Sloniker

4/8/12

Dan Merkamp

LAMP Day #6

Period 1/3

Lesson Plan – LAMP #6 – H.S. Band

Objectives

* Students will understand the story of Hercules
* Students will review past information regarding Mythology

Procedure

* Review each of the past five days of the project
	+ Day 1 – Chaos
	+ Day 2 – Titans
	+ Day 3 – Children of Chronus and Rea
	+ Day 4 – Female Olympian Goddesses
	+ Day 5 – Mal Olympian Goddesses
* Day 6
	+ The story of Hercules
	+ 12 Labors of Hercules
* Fate of the Gods
	+ Discuss Terms throughout piece
	+ Review 55 – 119
	+ Review 163 – 180
	+ Review 188 – End
	+ If Time
		- Begin work on 119
			* Moving lines bring out
			* Connected/Smooth
			* Flute Rhythm at 138
			* Percussion Bring out parts
			* Woodwind Rhythm at 154
			* Help all eighth notes where needed

Assessment

* There will be no formal assessment on this lesson.
* Students will be informally assessed and assisted on an individual basis.

Standards

* 2. Playing on instruments, alone and with others, a variety of repertoire
* 5. Reading and Notating Music
* 7. Evaluate Music and Music Performances
* 8. Understanding relationships between music, the other arts, and disciplines outside the arts.
* 9. Understanding music in relation to history and culture.

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Andrew Sloniker

4/10/12

Dan Merkamp

LAMP #7

Period 1/3

Lesson Plan – LAMP Day #7

Objectives

* Students will show knowledge and understanding of previous lessons learned
* Students will understand the Odyssey and details entailed with that

Procedure

* LAMP Day 7
	+ Review Day 6
	+ The Odyssey
	+ Go over slides dealing with the Odyssey
	+ Make connection with outside media
* Warm Up
	+ Pg. 10 (1-4)
* Fate of the Gods
	+ M. 119
		- Play concert Db as an entire ensemble
		- Eighth note moving lines
		- Entrances of new instruments
		- Check wrong notes/rhythms
		- Flute Rhythms M. 138
		- Percussion M. 139
	+ M. 147
		- Accidentals
		- Eighth notes (woodwinds)
		- Woodwind rhythm M. 154
		- Dynamics and Style

Assessment

* There is no formal assessment on this lesson
* Students will be informally assessed and assisted on an individual basis

Standards

* 2. Playing on instruments, alone and with others, a variety of repertoire
* 5. Reading and Notating Music
* 6. Listening to, analyzing and describing music.
* 8. Understanding relationships between music, the other arts, and disciplines outside the arts.
* 9. Understanding music in relation to history and culture.

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Andrew Sloniker

4/11/12

Dan Merkamp

LAMP #8

Period 1/3

Lesson Plan – LAMP #8

Objectives

* Students will learn about the story of Orpheus and some of the ties it has with classical music
* Students will perform a complete run through, demonstrating their effort of the previous days sectional work

Procedure

* LAMP #8
	+ The Underworld and Orpheus
		- Discuss aspects of the underworld
		- Discuss Orpheus in the Underworld
		- Play audio recording
* Warm Up
	+ Pg. 10 – Bb scale
		- Exercises 1-4
			* Staccato articulations used
* Fate of the Gods
	+ Complete Run Through
		- Students need to understand how to incorporate work put in yesterday during sectionals.
		- M. 119
			* All instruments need confident entrances
			* M. 137 – Flute rhythms
			* All instruments understand key/accidentals
		- M. 163
			* M. 172 – Correct Rhythm
			* Low Brass correct notes and articulations

Assessment

* There will be no formal assessment on this lesson.
* Students will be informally assessed and assisted on an individual basis.

Standards

* 2. Playing on instruments, alone and with others, a variety of repertoire
* 5. Reading and Notating Music
* 8. Understanding relationships between music, the other arts, and disciplines outside the arts
* 9. Understanding music in relation to history and culture.

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Andrew Sloniker

4/11/12

Dan Merkamp

LAMP #9 & 10

Period 1/3

Lesson Plan – LAMP #9 & 10

Procedure

* LAMP #9 & 10
* Day 9
	+ Norse Mythology
		- Brief History
		- Worlds of Norse Mythology
		- Ygdrasil
		- Fate of the Gods and Norse Mythology
* Day 10
	+ Gods of Norse Mythology
		- Loki
		- Balder
		- Odin
		- Thor
		- Heimdallr
* Warm Up
	+ Pg. 10 – Bb scale
		- Exercises 1-4
			* Staccato articulations used
* Fate of the Gods
	+ All Transitions will be worked on
		- 47 – 52
		- 116 – 120
		- 161 – 163
		- 247 – End
	+ Complete Run Through
		- Students must be aware of correct notes, rhythms, accidentals and key signatures. From here we will be working on style, articulation, etc.
	+ Pass out study guide for Post-Exams

Assessment

* There will be no formal assessment on this lesson.
* Students will be informally assessed and assisted on an individual basis.

Standards

* 2. Playing on instruments, alone and with others, a variety of repertoire
* 5. Reading and Notating Music
* 8. Understanding relationships between music, the other arts, and disciplines outside the arts
* 9. Understanding music in relation to history and culture.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | 10 - Excellent | 9 - 8   Good | 7 - 6  Fair | 5 - 0   Poor |
| Mechanics | Student shows excellent attention in detail to correct notes, rhythms and tempo. There are little, to no mistakes within the exam. Student shows great knowledge of the assignment and their instrument | Student shows good attention in detail to correct notes, rhythms, and tempos. There 2-3 mistakes within the excerpt. | Student shows fair attention to detail in to correct notes, rhythms, and tempo. There a 4-5 mistakes throughout the excerpt | Student shows poor attention to detail to correct notes, rhythms and tempo. There are several mistakes throughout the excerpt. |
| Musicianship | Student shows an excellent understanding of key musical elements while playing. These elements are timbre, intonation, breath support, dynamics, tone and phrasing and are clearly visible. There are little to no mistakes throughout the excerpt. | Student shows a good understanding of key musical elements while playing. There is an obvious attempt at good support, dynamics, timbre, phrasing, breath support and tone. There are 2-3 mistakes throughout the excerpt. | Student shows fair understanding of key musical elements while playing. There is some attempt shown at performing these elements. There are 4-5 mistakes throughout the excerpt. | Students shows poor understanding of key musical concepts. There is an obvious lack of effort on the students part to perform the excerpt with good musical skills and knowledge. There are several mistakes throughout the excerpt. |
| Attention to Details |   |   |   | 5 points will be rewarded for turning in the assignment correctly. This includes correct label of assignment, correct excerpt being performed, turning it in on time, and overall following all directions on the assignment. Students will be docked accordingly. |

**Student Assessment Tools**

* Pre Test Rubric for Playing Exam.
	+ Students were assessed on their playing exams from the selections that they turned in on their iPad. The same process was then repeated for the post examination. The teacher then assessed the students using the following rubric.
* Post Test Rubric for Playing Exam.
	+ Students were assessed on their playing exams from the selections that they turned in on their iPad. The process was exactly the same for both evaluations. The teacher then assessed the students using the following rubric.

**Instrumental Music Performance - Individual : Fate of the Gods Playing Pre-Test**

Teacher Name: **Mr. Sloniker**

Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instrumental Music Performance - Individual : Fate of the Gods Playing Post-Test (Due 4/20/12)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | 10 - Excellent | 9-8 - Good | 7-6 - Fair | 5-0 - Poor |
| Mechanics | Student shows excellent attention in detail to correct notes, rhythms and tempo. There are little to no mistakes within this excerpt. Student shows great knowledge of the assignment and their instrument. | Student shows good attention in detail to correct notes, rhythms, and tempos. There are 2-3 mistakes within the excerpt. | Student shows fair attention to detail to correct notes, rhythms, and tempo. There are 4-5 mistakes within the excerpt. | Students shows poor attention to detail to correct notes, rhythms and tempo. There are several mistakes throughout the excerpt. |
| Musicianship | Student shows an excellent understanding of key musical elements while playing. These elements are timbre, intonation, breath support, dynamics, tone and phrasing and are clearly visible. There are little to no mistakes throughout the excerpt. | Student shows a good understanding of key musical elements while playing. There is an obvious attempt at good support, dynamics, timbre, phrasing, breath support and tone. There are 2-3 mistakes throughout the excerpt. | Student shows fair understanding of key musical elements while playing. There is some attempt shown at performing these elements. There are 4-5 mistakes throughout the excerpt. | Student shows poor understanding of key musical concepts. there is an obvious lack of effort on the students part to perform the excerpt with good musical skills and knowledge. there are several mistakes throughout the excerpt. |
| Attention to Details |   |   |   | 5 points will be rewarded for turning in the assignment correctly. This includes correct label of assignment, correct excerpt being performed, turning it in on time, and overall following the all directions on the assignment. Students will be docked accordingly. |

**Technology**

 While attending Northeastern high school I happened to be visiting in the admits of a project they called “The iPad Project.” This project entails all students 7-12 within the high school to be issued an Apple iPad to be used at both home and school for leisure and homework. After a thorough discussion with Mr. Merkamp my cooperating teacher, we decided this would be a good tool to use for this unit.

 The first piece of technology used within the unit was the iPad for the students pre-test playing exam. Here students were asked to download the application “Quick-Voice” from the iTunes store for free. Then the students performed a specific passage of music and recorded on the application. The students was then asked to email it to the email address acsloniker@gmail.com. The same process was repeated for the post test. Overall this portion of the unit went quite well. Most students who participated were able to email their selection in without any problems. Only a few encountered problems that prevented them from sending the assignment in. In this case I asked the student to play the selection for me so I could assess it and record it.

 The next piece of technology used was Microsoft PowerPoint. I wanted this unit to be mostly lectured base. With the use of our Apple TV and electronic system within the band room I was able to show the PowerPoint on the large projector screen within the band room. The daily process for this included hooking my MacBook Pro into the projector through an AV cable. From there I would enable Splashtop from my Apple iPhone which would help me present the product.

 To assist the students in studying, Mr. Merkamp and I decided we should create a QR code that the students could scan from their iPads. What we asked was for students to download a QR code reader again from iTunes. From there they could scan onto their iPads and be able to have the PowerPoint with them at all times. They also had the option to follow along while I taught the lesson.

 Overall technology played a major role in this unit. I was able to use programs that I had never used before as a teaching tool for my students. They seemed to enjoy the aspect of it and were more willing to participate with the more technology that was used.

**Differentiation/Accommodation**

- Students were assessed on an individual basis weeks prior to the unit. After thorough discussions with Mr. Merkamp I was able to create a unit that best suited all students learning styles. I presented material in both verbal an non-verbal ways. Students were given the choice to read along, take notes, look at PowerPoint presentation slides, perform musical selections on an instrument, and then take a written based assessment prior and post the unit. By providing students with multiple strategies and teaching styles, they were given the opportunity to succeed on many different levels. Overall using multiple strategies helped provide excellent data in support of this teaching tool. In future lessons I will incorporate different choice options like the ones listed above to help students succeed on many different levels.

**Pre-Test**

**Fate of the Gods – Playing Exam (Pre-Test) (25 points)**

Standards

* 2. Playing on instruments, alone and with others, a variety of repertoire.
* 5. Reading and Notating Music

**Directions**

Using your iPad and the application Quickvoice, play and record the following excerpts from Fate of the Gods that are marked for your specific instrument. Email recordings to *acsloniker@gmail.com**.* Label the record using your first and last name and the period you are in band (i.e. AndrewSloniker1). Students will be evaluated using a rubric that will be provided to them.

Flute – Measure 88 – 97

Clarinet – Measure 60 – 68

Oboe – Measure 88 – 97

Alto Saxophone – Measure 80 – 89

Tenor Saxophone – Measure 89 – 105

Baritone Saxophone – Measure 56 – 77

Trumpet – Measure 105 – 112

French Horn – Measure 89 – 97

Trombone – Measure 56 – 77

Baritone – Measure 56 – 59; 68 – 75

Tuba – Measure 56 – 59; 68 – 75

Keyboard Instruments/Mallets – Measure 163 – 167; 202 - 213

Snare Drum – Measure 52 – 68

**Fate of the Gods Unit – Written Exam (Pre-Test)(40 points) (Teachers Key)**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions**

Complete the following written exam. The test is broken into four parts. Read the directions for each part of the exam very carefully. Ask questions when necessary.

*Section 1 – True or False (1 pt. Each) (Standard 9)*

* Mark T (True) if the answer is True or F (False) if the answer is false in the provided space next to the question.

\_\_\_\_F\_\_\_ 1.) Zeus was a Titan.

\_\_\_\_F\_\_\_ 2.) Artemis is the god of the sun.

\_\_\_\_F\_\_\_ 3.) Persephone was captured by Zeus and taken to the underworld.

\_\_\_\_T\_\_ 4.) Artemis has a twin brother.

\_\_\_\_F\_\_\_ 5.) The name of the canine that protects the underworld is Dios.

\_\_\_\_\_T\_\_ 6.) All things came from Chaos.

\_\_\_\_\_F\_\_ 7.) Loki is the Greek god of harvest.

\_\_\_\_\_F\_\_\_8.) Odin is the son of Thor.

\_\_\_\_\_T\_\_ 9.) Balder was killed by his own brother.

\_\_\_\_\_T\_\_10.) There are nine worlds in Norse Mythology

*Section 2 – Multiple Answers (2 pts. Each) (Standard 9)*

* Circle the best choice that answers the question

11. Which composer composed “Orpheus in the Underworld”?

1. Beethoven c. Gluck
2. **Offenbach** d. Brahms

12. The protector of the Gjallarhorn is:

1. Thor **c. Heimdallr**
2. Odin d. Loki

13. The name of the tree in Norse Mythology where all living things come from is?

1. **Yggdrasil** c. Odin
2. Sliv d. Bork

14. “Orpheus in the Underworld” is a direct satirical response of which opera?

1. The Erlking **c. Orfeo ed Euridice**
2. The Ring Cycle d. Marriage of Figaro

15. The Greek goddess of art and music is:

1. **Athena** c. Demeter
2. Penelope d. Hades

*Section 3 – Fill in the blank (2 pts. Each) (Standard 9)*

* Fill in the correct response on the provided space

16. The musician who played such sweet music that even the gods wept was named \_\_\_Orpheus\_\_\_\_\_\_

17. The god/goddess who invented the Lute was \_\_\_\_\_\_\_\_\_\_Apollo\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

18. Hercules had \_\_\_\_\_12\_\_\_\_\_\_\_\_ labors he needed to complete for the king of Mycenae.

19. \_\_\_\_\_\_\_\_\_\_Hermes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the god who invented the musical scale.

20. \_\_\_\_\_\_\_\_\_Zeus\_\_\_\_\_\_\_\_\_ overthrew Cronus on Mt. Olympus to become king of the gods.

*Section 4 – Definitions (2 pts. Each) (Standard 7)*

* Define each of the following musical terms that come straight from Fate of the Gods. Try to be as accurate as possible

21. Apassionato – To play with passion

22. Allegro Feroce – Fast and Fierce

23. Grandioso – in a Grand or Large manner

24. Allegro con Fuoco – Fast with fire and passion

25. Andante Semplice – Slow and Simple

**Fate of the Gods Unit – Written Exam (Pre-Test)(40 points) (Student Version)**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions**

Complete the following written exam. The test is broken into four parts. Read the directions for each part of the exam very carefully. Ask questions when necessary.

*Section 1 – True or False (1 pt. Each)*

* Mark T (True) if the answer is True or F (False) if the answer is false in the provided space next to the question.

\_\_\_\_\_\_\_ 1.) Zeus was a Titan.

\_\_\_\_\_\_\_ 2.) Artemis is the god of the sun.

\_\_\_\_\_\_\_ 3.) Persephone was captured by Zeus and taken to the underworld.

\_\_\_\_\_\_\_ 4.) Artemis has a twin brother.

\_\_\_\_\_\_\_ 5.) The name of the canine that protects the underworld is Dios.

\_\_\_\_\_\_\_ 6.) All things came from Chaos.

\_\_\_\_\_\_\_ 7.) Loki is the Greek god of harvest.

\_\_\_\_\_\_\_\_8.) Odin is the son of Thor.

\_\_\_\_\_\_\_ 9.) Balder was killed by his own brother.

\_\_\_\_\_\_\_10.) There are nine worlds in Norse Mythology

*Section 2 – Multiple Answers (2 pts. Each)*

* Circle the best choice that answers the question

11. Which composer composed “Orpheus in the Underworld”?

1. Beethoven c. Gluck
2. Offenbach d. Brahms

12. The protector of the Gjallarhorn is:

1. Thor c. Heimdallr
2. Odin d. Loki

13. The name of the tree in Norse Mythology where all living things come from is?

1. Ygdrasil c. Odin
2. Sliv d. Bork

14. “Orpheus in the Underworld” is a direct satirical response of which opera?

1. The Erlking c. Orfeo ed Euridice
2. The Ring Cycle d. Marriage of Figaro

15. The Greek goddess of art and music is:

1. Athena c. Demeter
2. Penelope d. Hades

*Section 3 – Fill in the blank (2 pts. Each)*

* Fill in the correct response on the provided space

16. The musician who played such sweet music that even the gods wept was named \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

17. The god/goddess who invented the Lute was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

18. Hercules had \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ labors he needed to complete for the king of Mycenae.

19. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the god who invented the musical scale.

20. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ overthrew Cronus on Mt. Olympus to become king of the gods.

*Section 4 – Definitions (2 pts. Each)*

* Define each of the following musical terms that come straight from Fate of the Gods. Try to be as accurate as possible

21. Apassionato –

22. Allegro Feroce –

23. Grandioso –

24. Allegro con Fuoco –

25. Andante Semplice –

**Post Test**

**Fate of the Gods – Playing Exam (Post-Test) (25 points)**

Standards

* 2. Playing on instruments, alone and with others, a variety of repertoire.
* 5. Reading and Notating Music

**Directions**

Using your iPad and the application Quickvoice, play and record the following excerpts from Fate of the Gods that are marked for your specific instrument. Email recordings to *acsloniker@gmail.com**.* Label the record using your first and last name and the period you are in band (i.e. AndrewSloniker1). Students will be evaluated using a rubric that will be provided to them.

Flute – Measure 88 – 97

Clarinet – Measure 60 – 68

Oboe – Measure 88 – 97

Alto Saxophone – Measure 80 – 89

Tenor Saxophone – Measure 89 – 105

Baritone Saxophone – Measure 56 – 77

Trumpet – Measure 105 – 112

French Horn – Measure 89 – 97

Trombone – Measure 56 – 77

Baritone – Measure 56 – 59; 68 – 75

Tuba – Measure 56 – 59; 68 – 75

Keyboard Instruments/Mallets – Measure 163 – 167; 202 - 213

Snare Drum – Measure 52 – 68

**Fate of the Gods Unit – Written Exam (Post-Test)(40 points) (Teachers Key)**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions**

Complete the following written exam. The test is broken into four parts. Read the directions for each part of the exam very carefully. Ask questions when necessary.

*Section 1 – True or False (1 pt. Each)*

* Mark T (True) if the answer is True or F (False) if the answer is false in the provided space next to the question.

\_\_T\_\_\_\_\_ 1.) Balder was killed by his own brother.

\_\_\_F\_\_\_\_ 2.) Artemis is the god of the sun.

\_\_\_\_F\_\_\_ 3.) Persephone was captured by Zeus and taken to the underworld.

\_\_\_\_\_T\_\_\_4.) There are nine worlds in Norse Mythology.

\_\_\_\_\_F\_\_ 5.) The name of the canine that protects the underworld is Dios.

\_\_\_\_\_F\_\_ 6.) Loki is the Greek god of harvest.

\_\_\_\_\_T\_\_ 7.) All Things Come From Chaos.

\_\_\_\_\_F\_\_\_8.) Odin is the son of Thor.

\_\_\_\_\_F\_\_ 9.) Zeus was a Titan

\_\_\_\_\_T\_\_10.) Artimes had a twin brother

*Section 2 – Multiple Answers (2 pts. Each)*

* Circle the best choice that answers the question

11. Which composer composed “Orpheus in the Underworld”?

1. Beethoven **c. Offenbach**
2. Gluck d. Brahms

12. The protector of the Gjallarhorn is:

1. Thor c. Balder
2. Odin **d. Heimdallr**

13. The name of the tree in Norse Mythology where all living things come from is?

1. **Yggdrasil** c. Odin
2. Sliv d. Bork

14. “Orpheus in the Underworld” is a direct satirical response of which opera?

1. The Erlking c. Star Wars
2. **Orfeo ed Euridice** d. Marriage of Figaro

15. The Greek goddess of art and music is:

1. Persephone c. Demeter
2. **Athena** d. Hades

*Section 3 – Fill in the blank (2 pts. Each) (Standard 9)*

* Fill in the correct response on the provided space

16. \_\_\_\_\_Zeus\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ over threw Cronus on the top of Mt. Olympus

17. The god/goddess who invented the Lute was \_\_\_\_\_\_\_\_\_\_\_\_\_\_Apollo\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

18. Hercules had \_\_\_\_12\_\_\_\_\_\_\_\_\_\_\_ labors he needed to complete for the king of Mycenae.

19. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Hermes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the god who invented the musical scale.

20. The musician who played such sweet music that even the gods wept was name \_\_Orphesu\_\_\_\_\_\_\_

*Section 4 – Definitions (2 pts. Each)*

* Define each of the following musical terms that come straight from Fate of the Gods. Try to be as accurate as possible

21. Apassionato –

22. Allegro Feroce –

23. Grandioso –

24. Allegro con Fuoco –

25. Andante Semplice –

**Fate of the Gods Unit – Written Exam (Post-Test)(40 points)**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions**

Complete the following written exam. The test is broken into four parts. Read the directions for each part of the exam very carefully. Ask questions when necessary.

*Section 1 – True or False (1 pt. Each) (Standard 9)*

* Mark T (True) if the answer is True or F (False) if the answer is false in the provided space next to the question.

\_\_\_\_\_\_\_ 1.) Balder was killed by his own brother.

\_\_\_\_\_\_\_ 2.) Artemis is the god of the sun.

\_\_\_\_\_\_\_ 3.) Persephone was captured by Zeus and taken to the underworld.

\_\_\_\_\_\_\_\_4.) There are nine worlds in Norse Mythology.

\_\_\_\_\_\_\_ 5.) The name of the canine that protects the underworld is Dios.

\_\_\_\_\_\_\_ 6.) Loki is the Greek god of harvest.

\_\_\_\_\_\_\_ 7.) All Things Come From Chaos.

\_\_\_\_\_\_\_\_8.) Odin is the son of Thor.

\_\_\_\_\_\_\_ 9.) Zeus was a Titan

\_\_\_\_\_\_\_10.) Artimes had a twin brother

*Section 2 – Multiple Answers (2 pts. Each)(Standards 8/9)*

* Circle the best choice that answers the question

11. Which composer composed “Orpheus in the Underworld”?

1. Beethoven c. Offenbach
2. Gluck d. Brahms

12. The protector of the Gjallarhorn is:

1. Thor c. Balder
2. Odin d. Heimdallr

13. The name of the tree in Norse Mythology where all living things come from is?

1. Yggdrasil c. Odin
2. Sliv d. Bork

14. “Orpheus in the Underworld” is a direct satirical response of which opera?

1. The Erlking c. Star Wars
2. Orfeo ed Euridice d. Marriage of Figaro

15. The Greek goddess of art and music is:

1. Persephone c. Demeter
2. Athena d. Hades

*Section 3 – Fill in the blank (2 pts. Each) (Standard 9)*

* Fill in the correct response on the provided space

16. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ over threw Cronus on the top of Mt. Olympus

17. The god/goddess who invented the Lute was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

18. Hercules had \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ labors he needed to complete for the king of Mycenae.

19. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the god who invented the musical scale.

20. The musician who played such sweet music that even the gods wept was named \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Section 4 – Definitions (2 pts. Each) (Standard 7)*

* Define each of the following musical terms that come straight from Fate of the Gods. Try to be as accurate as possible

21. Apassionato –

22. Allegro Feroce –

23. Grandioso –

24. Allegro con Fuoco –

25. Andante Semplice –

**Pre/Post Test Graphs**

Period 1 – Overall Pre-test Percentage

Period 3 – Overall Pre-test Percentage

**Analysis of Pre-Test performance**

* At the end of the pre-testing stage, I began to make the connection that these students were not as familiar with this type of assessment as I thought they would be. By looking at each graph individually we an make the following statements.
* Period 1 students had a testing range between 0% and 71% collectively on both pre-tests (written and playing). The average testing score for the period 1 students was a 31% overall.
* Period 3 students had a testing range of 6% to 75% percent collectively on both pre-tests (written and playing). The average testing score for the period 3 students was a 33%
* On the written tests (standards 8, 9) students showed little to no prior knowledge of the topics at hand. Of the two subjects covered (Roman and Norse Mythology) students seemed to perform more accurately on Greek mythology more so than Norse. This pattern was seen across both classes. On the musical term questions (standard 7) students had little to no prior knowledge of the terms at hand and were able to only answer parts of each question. This pattern was seen across both classes. While looking at the playing exams, students consistently played between a 10 pt and 15 pt range, well below 50%.

**Changes made after the pre-test**

* Because students were not as familiar with the material as I had planned, I went through and began to add much more detail to the information that I had created to begin with. Thinking from a cognitive and affective domain area, I began adding different elements such as clearer definitions, images, and other media into the PowerPoint to better get the information across to the students. Besides for this no other changes were made between the Pre-test and starting of the actual unit.

**How students performed on the pre-test project**

* Through the ten-day cycle, I started each class by asking information and assessment questions that were discussed within the previous lesson. Here I was able to assess which students were becoming involved in the project, who chose to participate and who seemed to be understanding the material. By asking the students very open-ended questions I was able to help lead them down a path to a correct answer. Student participation began to rise as the lesson continued. By the second half of the lesson more than half the class chose to raise their hands and participate inside the discussion.

Period 1 – Overall Post Test Percentage

Period 3 – Overall Post Test Percentage

**Analysis of Post-test performance**

* At the end of the 10-day unit students were asked to perform the exact same playing exam using the exact same selections that were used for the pre-test. The same written based was given to the students as well, with the questions/answers in a different order and location. Looking at this graph the following statements can be made.
* Period 1 students scored on the post-test between a 0% and a 95%. The average percentage for period 1 students was 61%, a 30% increase from the pre-test performance.
* Period 3 students scored on the post-test between 22% and 95%. The average percentage for period 3 students was 63%, a 30% increase from the pre-test performance.
* One the written tests, students were able to answer a large amount of both the Greek and Norse mythology questions that were provided to them (standard 8,9). The definitions that appeared on the test, (Standard 7) also received a much higher number of correct answers than that appeared on the pre-test.
* Students performed between 17 pts and 25 pts on the playing exam. Across both classes the most noticeable fault was taking the excerpt to slowly than that of the written tempo.

**Final Analysis Statement**

Overall the following statements can be made with the presented data

|  |  |  |  |
| --- | --- | --- | --- |
| Data |   |   |   |
|   | Pre Test | Post Test | Average Test Score Increase/Decrease |
| Period 1 | 31% | 61% | 30% |
| Period 3 | 33% | 63% | 30% |
|   |   |   |   |
|   | Average Pre Test Score = 32% | Average Post Test Score = 62% | Average Post Test Increase/Decrease = 30% |

* The average pre-test percentage score was a 32% across both classes. The average post-test score across both classes was a 62%. The increase of both classes from the pre-test and post-test was a 30% increase overall. The strengths of all students rested in unique information pertaining to materials that surrounded items that included media exams (Audio Clip of “Orpheus in the Underworld” for example.) Students weaknesses focused around definition and short answer questions that had somewhat similar answers to other topics discussed during the unit.

**Strengths and Weaknesses**

* By analyzing which questions students struggled with, the amount of information my classes covered and the unit as a whole I can begin to make certain judgments on the strengths and weaknesses of the unit. Weaknesses included the amount of review used at the end of the unit. Even though a supplemental study guide was provided to the students, an in class activity could have helped increased student confidence as they approached the final part of the written exam. I also could have went over a little less information and emphasized more specific information on a day to day basis.
* Strengths included the uniqueness of information that was provided to students. They may or may not have gotten this information from previous history or English classes. There was a distinct emphasis though on musical concepts and terms that students seemed to grasp in the end.
* Instructional strategies besides lectures, such as group-based learning could have also encouraged retainment of the material also. Individualized work was seen but was a major lens in which the project focused around.

**Comparison Table**

* The following table shows either the growth or decline of each individual students pre-test/post-test performance.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|   | P1 - Pre | P1 - Post |   | P3 - Pre | P3 - Post |   |
|   | **Percentage** | **Percentage** | **Difference** | **Percentage** | **Percentage** | **Difference** |
|  Student 1 | 0% | 17% | 17% | 35% | 52% | 17% |
| Student 2 | 26% | 68% | 42% | 12% | 28% | 16% |
| Student 3 | 42% | 82% | 40% | 40% | 69% | 29% |
| Student 4 | 0% | 77% | 77% | 57% | 89% | 32% |
| Student 5 | 25% | 43% | 18% | 9% | 66% | 57% |
| Student 6 | 40% | 63% | 23% | 11% | 82% | 71% |
| Student 7 | 71% | 91% | 20% | 22% | 57% | 35% |
| Student 8 | 54% | 83% | 29% | 6% | 28% | 22% |
| Student 9 | 43% | 68% | 25% | 14% | 25% | 11% |
| Student 10 | 40% | 75% | 35% | 32% | 74% | 42% |
| Student 11 | 38% | 71% | 33% | 32% | 65% | 33% |
| Student 12 | 26% | 55% | 29% | 29% | 68% | 39% |
| Student 13 | 48% | 75% | 27% | 43% | 69% | 26% |
| Student 14 | 55% | 74% | 19% | 14% | 63% | 49% |
| Student 15 | 12% | 65% | 53% | 46% | 71% | 25% |
| Student 16 | 46% | 77% | 31% | 42% | 55% | 13% |
| Student 17 | 31% | 43% | 12% | 29% | 63% | 34% |
| Student 18 | 38% | 60% | 22% | 37% | 58% | 21% |
| Student 19 | 37% | 69% | 32% | 38% | 31% | -7% |
| Student 20 | 37% | 74% | 37% | 29% | 71% | 42% |
| Student 21 | 15% | 22% | 7% | 16% | 20% | 4% |
| Student 22 | 32% | 55% | 23% | 45% | 72% | 27% |
| Student 23 | 34% | 0% | -34% | 75% | 95% | 20% |
| Student 24 | 12% | 31% | 19% | 31% | 62% | 31% |
| Student 25 | 12% | 31% | 19% | 22% | 55% | 33% |
| Student 26 | 48% | 46% | -2% | 28% | 48% | 20% |
| Student 27 | 32% | 54% | 22% | 52% | 77% | 25% |
| Student 28 | 0% | 60% | 60% | 37% | 75% | 38% |
| Student 29 | 2% | 69% | 67% | 20% | 62% | 42% |
| Student 30 | 45% | 72% | 27% | 37% | 80% | 43% |
| Student 31 | 12% | 65% | 53% | 14% | 72% | 58% |
| Student 32 | 34% | 51% | 17% | 31% | 48% | 17% |
| Student 33 | 8% | 58% | 50% | 55% | 71% | 16% |
| Student 34 | 0% | 57% | 57% | 38% | 63% | 25% |
| Student 35 | 63% | 86% | 23% | 11% | 60% | 49% |
| Student 36 | 20% | 75% | 55% | 38% | 82% | 44% |
| Student 37 | 45% | 95% | 50% | 45% | 89% | 44% |
| Student 38 | 38% | 54% | 16% | 51% | 72% | 21% |
| Student 39 | 46% | 92% | 46% | 52% | 72% | 20% |
| Student 40 | 12% | 54% | 42% | 9% | 45% | 36% |
| Student 41 | 15% | 78% | 63% | 58% | 92% | 34% |
| Student 42 | 46% | 82% | 36% | 11% | 22% | 11% |
| Student 43 | 52% | 0% | -52% | 38% | 69% | 31% |
| Student 44 |   |   |  | 51% | 82% | 31% |
| Student 45 |   |   |   | 29% | 54% | 25% |
| Student 46 |   |   |   | 35% | 46% | 11% |
| Student 47 |   |   |   | 42% | 60% | 18% |
| Student 48 |   |   |   | 51% | 78% | 27% |
| Student 49 |   |   |   | 52% | 74% | 22% |

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| --- |
| 30% or above increase from pre-test to post-test performance |
| 25% - 29% increase from pre-test to post-test performance |
| 20%-24% increase from pre-test to post-test performance |
| 15%-19% increase from pre-test to post-test performance |
| 10% - 14% increase from pre-test to post-test performance |
| 5%-9% increase from pre-test to post test performance |
| 4% or lower increase from pre-test to post-test performance |

**Overall Final Statement and Rubric**

 Looking at the project from afar, it can be said that it was a success. For the first time teaching full unit to students, the evidence gathered from the data presented an overall 30% increase in test scores from the beginning pre-test. Looking at this success I can begin to make a couple of observations. This unit, with some improvements can be transferred to any school or classroom, barring that the information being covered pertains to the topic. This lesson cannot only be performed at a high school level but at any level. The complexity of the information will have to vary though. Using different pieces of music I can begin to incorporate this lesson into my classroom rotation. Students gain a wealth of knowledge that they may not be able to use in another classroom. While the information may be covered the students will not be able to apply it to another activity or experience like they do in the instrumental classroom. By completing this unit students can become knowledgeable in a subject that is not as popular as it used to be. As a effective teacher I can begin to incorporate different teaching styles, activities and lessons that focus around different functions of the mind. Different instructional strategies, more emphasis on reviewing for final exams, and more formal assessments I can begin to further challenge my students to intrinsically want to learn the material. The classroom setting for this lesson is one that is all too common around this day and age. The use of more formal assessment will need to begin to be used more frequently for students to become used to the idea of it. This unit has been a learning experience not only for myself, but for all those involved as well.

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| --- | --- | --- | --- | --- | --- |
| CATEGORY | 5 - Distinguished | 4 - Proficient | 3 - Basic | 2 - Poor | 1 - Unsatisfactory |
| Instructional Effectiveness | Teaching Lessons, describing in detail information pertaining to lesson, rehearsing ensemble, individual instruction. | Teaching Lessons, describing in detail information pertaining to lesson, rehearsing ensemble, individual instruction. | Teaching Lessons, describing in detail information pertaining to lesson, rehearsing ensemble, individual instruction. | Teaching Lessons, describing in detail information pertaining to lesson, rehearsing ensemble, individual instruction. | Teaching Lessons, describing in detail information pertaining to lesson, rehearsing ensemble, individual instruction. |
| Quality of Assessment Tools | - Assessments - Rubrics - Student Understanding is clear - Multiple assessment tools | - Assessments - Rubrics - Student Understanding is clear - Multiple assessment tools | - Assessments - Rubrics - Student Understanding is clear - Multiple assessment tools | - Assessments - Rubrics - Student Understanding is clear - Multiple assessment tools | - Assessments - Rubrics - Student Understanding is clear - Multiple assessment tools |
| Planning | Lessons are planned far in advanced. Lesson planning is used. All details are worked out prior to unit. | Lessons are planned some what in advanced. Lesson planning is somewhat used. Details are mostly worked out prior to unit. | Lessons are somewhat unclear and unplanned. Lesson planning is vague and unclear. Details are being established only before lesson. | Lesson are vague and unclear. Lesson planning does not seem apparent. Details are not established. | Lessons are non-existent with little to no planning. There is no lesson plan. Details are not established. |
| Preparation | Teacher is well prepared for all activities. | Teacher is for the most part prepared for activities. | Teacher is some what prepared for all activities. | Teacher is somewhat unprepared for activities. | Teacher is unprepared for activities. |
| Other Aspects | All aspects of the project have been completed in a timely manner. | Most aspects of the project have been completed in a timely manner. | Some aspects of the project have been completed in a timely manner. | Only a few aspects of the project have been completed in a timely manner. | None of the aspects of the project have been completed in a timely manner. |

Project Rubric - Overall

* Above is my completed LAMP rubric for the entire project/unit.
	+ For instructional effectiveness I would give myself a 4 out of 5. I feel l was able to get the information to the students necessary for success in the end assessment. I felt I could have review information a little more to help the students retain the information.
	+ For quality of assessment tools I would give myself a 5 out of 5 points . I feel I was able to provide a variety of different questions types on the written exam. I also gave students an opportunity to succeed on the playing test because it was weighted more.
	+ For the planning section I would give myself a 5 out of 5. I was able to plan all days ahead of schedule to avoid confliction. All activities were planned well in advance with little adjustments having to be made
	+ For the preparation section I would rank myself between 4.5 and 5. I was somewhat nervous and did not account for my nerves to take over as much as I did. I could practice this in front of my peers to help combat this. This will also come with experience.
	+ As far as other aspects of the project I would give myself a 4 out of 5 points. Overall the elements were all there. By providing different instructional strategies and activities students may have been able to succeed a little more than the data shows.