

## Differentiated Instruction Teaching/Learning Examples



### GRADE 7 ARTS: MUSIC—CREATING AND PERFORMING WITH AN ENVIRONMENTAL THEME

Three to four 40-minute periods

1. Environmental Issues Centres\*\* (Questions, Cues and Advance Organizers)\*
2. Musical Form Demonstration Centres\*\*
3. Facilitated Discussion—Creative Process
4. RAFT (Role, Audience, Format, Topic)\*\* Composition—(Questions, Cues and Advance Organizers)\*
5. RAFT Composition—Presentation or Performance

Each of the Grade 7 Arts (Music, Drama, Dance, and Visual Arts) Teaching/Learning Examples focus on an environmental theme and provide opportunities for arts integration.

\*Marzano's Categories of Instructional Strategies (See Resources, below.)

\*\*Differentiated Instruction Structure

#### DIFFERENTIATED INSTRUCTION DETAILS

##### Knowledge of Students

Differentiation based on student:

- Readiness    Interests    Preferences:    Styles    Intelligences    Other (i.e., performance)



##### Need to Know

- Students' environmental interests to inform the selection of materials for the Environmental Issues Centres

##### How to Find Out

- Class discussion
- Prior class work, observation

##### Differentiated Instruction Response

- Topic, Entry Point (content)    Ways of learning (process)    Ways of demonstrating learning (product)    Learning environment

#### CURRICULUM CONNECTIONS

##### Overall Expectation: Creating and Performing

C1. Apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music

##### Specific Expectation: Creating and Performing

C1.3 Create musical compositions in a variety of forms for specific purposes and audiences

##### Learning Goals:

- Use the creative process to create a composition
- Perform a musical composition using dynamics, tempo and articulations to evoke a response to an environmental issue

#### ASSESSMENT AND EVALUATION

##### Assessment/Success Criteria

###### Thinking

- Uses the creative process (plan, explore, produce, revise) to create a composition based on an environmental theme

###### Communication

- Makes creative choices for the selected audience
- Uses the elements of music (i.e., form and expressive controls) to evoke a response to an environmental issue

###### Application

- Applies expressive controls as planned in the performance of the composition
- Structures the composition based on a selected form

##### Assessment Tools:

- Anecdotal Comments
- Checklist
- Rubric

#### PRIOR LEARNING

Prior to this lesson, students will have:

- Reviewed a variety of musical forms and expressive controls
- Adequate facility with voice/instrument in order to use it to create and perform their compositions
- Had some experience with the creative process

#### MATERIALS AND RESOURCES

##### Materials:

Instruments as available, found sounds, or voice  
Environmental Issues Centres Preparation (Appendix A) includes additional resources needed

Appendix A: Environmental Issues Centres Preparation (Teacher Reference)

Appendix B1 (pp. 1 & 2): Musical Forms—Examples—one per Demonstration Centre

Appendix B2: Musical Forms—Examples: Expressive Controls—one per Demonstration Centre

Appendix C: Creative Process Checklist—one per student

Appendix D: Environmental Music Composition Creative Process Group RAFT—one per student

Appendix E (pp. 1 & 2): Environmental Music Composition Creative Process Checklist—one per student

Appendix F: Environmental Music Composition Creative Process Rubric—one per student

##### Internet Resources:

[www.grinningplanet.com/6001/environmental-songs.htm](http://www.grinningplanet.com/6001/environmental-songs.htm)

[www.planetpatriot.net/enviro\\_music\\_links.html](http://www.planetpatriot.net/enviro_music_links.html)

[www.musemusic.org](http://www.musemusic.org)

Ministry of Education (2009). *The Ontario Curriculum, Grades 1–8, Environmental Education—Scope and Sequence of Expectations*.

[www.edu.gov.on.ca/eng/curriculum/elementary/environ18curr.pdf](http://www.edu.gov.on.ca/eng/curriculum/elementary/environ18curr.pdf)

##### Resources:

Marzano, Robert J., Pickering, Debra and Pollock, Jane E. (2001). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.

Ministry of Education (2009). *The Ontario Curriculum, Grades 1–8, The Arts*.

Teaching/Learning Sequence: Grade 7 Arts: Music—Creating and Performing with an Environmental Theme

**MINDS ON**

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

**Groups of Six → Environmental Issues Centres**

Prepare five Environmental Centres on topics such as Climate Change, Deforestation, Endangered Animals, Water Management, and Waste Management—see Environmental Issues Centres Preparation (Teacher Reference) (Appendix A). Post focusing questions at each centre (e.g., What does the text, picture and/or music make you think about or feel? What aspects or parts of the text, picture and/or music evoke that thinking or response? What environmental issues do the materials suggest?) to help students begin to think about environmental issues suggested by the materials.



Students:

- Select a centre of interest and examine one or more of the materials at the centre
- With a partner, respond to the focusing questions at the centre
- Prepare to share a few key points about the environmental issue
- As a group, create a ten-word summary of their issue

Ask students from each centre to present their findings. Ensure that each issue is clearly identified and supported by two to four key points about the issue and their reaction to the issue. Explain that students at each centre will work together to create a composition that will evoke an intended response from the listener to their environmental issue. The next activity will provide students with the support they need to complete this task.

Note: If students wish to change their environmental issue, now is the time for them to do so.

**CONNECTIONS**

- L: Literacy
- ML: Mathematical Literacy
- AfL, AoL: Assessment for/of Learning
- EE: Environmental Education

EE: Environmental Issues

L: Summarizing/Ten-word summary

**ACTION**

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

**Groups of Six → Musical Form Demonstration Centres**

Set up six Musical Form Demonstration Centres: Binary; Ternary; Rondo; Verse/Chorus; Introduction and Coda; and Theme and Variation. Number these centres from one to six. Provide a copy of Musical Forms—Examples (Appendix B1) and Musical Forms—Examples: Expressive Controls (Appendix B2) at each Demonstration Centre.



Students:

- In their environmental issue groups, choose their preferred musical form (e.g., Binary, Ternary) and go to the matching Musical Form Demonstration Centre. Be sure that all musical forms are covered by the group.
- In Demonstration Centre groups, discuss the features of the form and think about a way to demonstrate the form to the class using pictures, a song, movement, sounds, or other means, using at least two different expressive controls (e.g., dynamics and tempo) as part of the demonstration
- Demonstrate the form to the class; ask for thumbs-up if the audience recognizes the form
- Identify the expressive controls (dynamics, tempo, articulation) as part of a brief class discussion after each form

**Whole Class → Facilitated Discussion—Creative Process**

Have students think about the process they used to create their musical form demonstration—what they did first, second, etc. Facilitate a class discussion on the creative process clarifying the phases: plan, explore, produce and revise, noting that the process is not linear, that one might go back and forth between two phases (e.g., plan—explore).

Students, in their Musical Form Demonstration Centre groups:

- Complete the Creative Process Checklist (Appendix C) for their musical form demonstration and participate in a class discussion that clarifies and provides feedback on the various musical forms as well as the phases of the creative process

**Environmental Issue Groups → RAFT (Role, Audience, Format, Topic) Composition**

Students return to their environmental issue groups to create a composition based on their environmental issue. Distribute copies of the Environmental Music Composition Creative Process Group RAFT (Appendix D) and the Environmental Music Composition Creative Process Checklist (Appendix E) and review with students, clarifying instructions and options.



Discuss the assessment criteria on the Environmental Music Composition Creative Process Rubric (Appendix F), asking for student input and refining as appropriate. Distribute one copy of the (amended) Environmental Music Composition Creative Process Rubric (Appendix F) to each student.

Have a variety of sound sources available so that all group members can contribute to the development and performance of the composition. Students consider their performance preference (i.e., live, or audio or video recordings) when selecting their RAFT format options.

Provide two or more classes for students to work through the creative process. Remind students to refer to the Environmental Music Composition Creative Process Checklist (Appendix E) as they work. Support students with individual and small group assistance as needed for music concepts such as form and expressive controls. Use questioning to assess student understanding of the creative process and provide feedback as required.

As part of the creative process, groups partner with another group, listen to their compositions and provide feedback using the criteria in the left-hand column of the Environmental Music Composition Creative Process Rubric (Appendix F) as a checklist. Groups consider each other's feedback and refine their compositions as appropriate.

L: Using subject-specific vocabulary/Musical Form Demonstration Centre

AfL: Creative Process Checklist/ Anecdotal Comments

AfL: RAFT Composition/ Anecdotal Comments

AfL: Peer assessment/ RAFT Composition/Rubric and Checklist

**CONSOLIDATION AND CONNECTION**

- Helping students demonstrate what they have learned
- Providing opportunities for consolidation and reflection

**Whole Class → RAFT Composition—Presentation or Performance**

Groups:

- Perform/present the composition in format (i.e., live, audio or video recordings) selected
- Hand in the notated composition



Students:

- Individually self-assess, using the Environmental Music Compositions Creative Process Rubric (Appendix F). Use the criteria column as a checklist and provide comments that suggest refinements or next steps under the Self-assessment column
- Hand in their completed Self-assessment (Appendix F) and their Environmental Music Composition Creative Process Checklist (Appendix E) to the teacher

Provide feedback to students/groups based on their presentations, Creative Process Checklists and Self-assessment.

AfL: Self-assessment/RAFT Composition and Performance/ Rubric

AfL: RAFT Composition and Performance/Rubric