

## Folk Wrap Up and Test Review Lesson

Your Name: Matt Garrity

School Name: ELHS	Date: 4/4
Supervising Teacher: Carol Forward	Time: 7:25-8:05
Class/grade(s): 9-12	No. of students: 32

**Massachusetts Art Curriculum Framework Music Standards** (include detailed standards by grade level)

- 5.4 Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children’s voices and male and female adult voices
- 5.12 Demonstrate an understanding of how musical elements interact to create expressiveness in music
- 5.14 Listen to performances of extended length and complexity with proper attention and audience protocol

### Lesson Objectives

Students will:

- Understand the key characteristics of Folk Music
- Complete a test review quiz game (Kahoot)

**Materials and Setup Needed to Deliver Instruction** (list music, audio equipment, instruments, etc.)

- Computer
- Projector
- “Who Sampled” 6 degree of separation game
- Folk Music Google doc
- White Board with questions:
  1. What are the lyrics about?
  2. What instruments do you hear?
- Woodstock and 60’s Test Review Kahoot: <https://play.kahoot.it/#/k/23d08328-1af5-4be5-95df-6ce709af4516>

### Procedures

1. Introduction Phase (engage students; set expectations; state outcomes)
  - Good Morning. So tomorrow we have our test on the 60’s and Woodstock so today we’re going to wrap up Folk Music and then Review for the test.

- So yesterday we took a look at who Bob Dylan influenced so we're going to start today with Who Sampled Joni Mitchell
- 2. Focus Phase (describe learning experiences/activities; include differentiated learning strategies)
  - Enter in Joni Mitchell on one line and Kanye West on the other (they're directly related)
  - Ask the students for 2 other artists to see if they can stump the machine (I'll be really surprised if they can)
  - See how influenced these folk artists are? It's amazing.
  - So Joni Mitchell. We listened to her music last class. As you could see she is hugely influential.
  - Let's listen to her song "California" and I have two questions written on the board. Write Answers on the board:
  - Listen "Big Yellow Taxi"
    1. What are the lyrics about
    2. What instruments do you hear?
  - Now Let's Listen To Pete Seeger's We Shall Overcome: Same two Questions
  - Now Bob Dylan The Times They Are A Changin': Same two questions
  - Compare all of our answers and we can deduce the main characteristics of folk music:
    - Acoustic instruments
    - Politically influenced lyrics
    - Story Telling in the lyrics and as part of the performance
  - **THESE CHARACTERISTICS WILL BE ON THE EXAM**
  - This influenced rock and roll going forward and many genre's of rock followed Folk's footsteps with story telling
  - Alright! Time for our test review consisting of many questions that will be on the exam!
  - Winner gets 5 bonus points, 2<sup>nd</sup> place 3 points, 3<sup>rd</sup> one point
  - Begin the Kahoot!
  - Respond to their answers and make comments to elaborate on the answers that I have down in my notes.
- 3. Closure Phase (reinforce, review, reflect on learning outcomes)
  - Alright! So tomorrow is the exam. All the materials you will need for further study are on the Google classroom. Have a good day!

### Assessment

Circle one:    Formal / **Informal**    **Individual** / Group

Assessment instrument(s):

- Kahoot results

Assessment procedures:

- Review the students answers to the Kahoot and see where they are strong and where they are not.

**Extension** (include additional guided practice activity, assessment, etc.)

- Any Questions?
- Out up a list on the board and see how many Woodstock Artists we can name as a class.

**Rehearsal Lesson Plan Template**  
(Revised 8/12)

**Your Name:**

<b>School Name:</b>	<b>Date:</b>
<b>Supervising Teacher:</b>	<b>Time:</b>
<b>Class/grade(s):</b>	<b>No. of students:</b>

**Massachusetts Art Curriculum Framework Music Standards** (include detailed standards by grade level)

**Lesson Objectives**

Warm-up Objectives Students will:
“Piece 1” Objectives Student will:
“Piece 2” Objectives Students will:

(add additional pieces as necessary)

**Materials and Setup Needed to Deliver Instruction** (list music, audio equipment, instruments, etc.)

**Procedures**

Warm-ups  <ol style="list-style-type: none"><li>1. Introduction Phase (engage students; set expectations; state outcomes)</li><li>2. Focus Phase (describe learning experiences/activities; include differentiated learning strategies)</li><li>3. Closure Phase (reinforce, review, reflect on learning outcomes)</li></ol>
Piece 1:

1. Introduction Phase (engage students; set expectations; state outcomes)
2. Focus Phase (describe learning experiences/activities; include differentiated learning strategies)
3. Closure Phase (reinforce, review, reflect on learning outcomes)

Piece 2:

1. Introduction Phase (engage students; set expectations; state outcomes)
2. Focus Phase (describe learning experiences/activities; include differentiated learning strategies)
3. Closure Phase (reinforce, review, reflect on learning outcomes)

(add additional pieces as necessary)

**Closure** (reinforce, review, reflect on overall rehearsal)

**Assessment**

Circle one:    Formal / Informal    Individual / Group

Assessment instrument(s):

Assessment procedures:

**Accommodations/modifications**

Students who are English Language Learners:

Students with other special needs:

**Extension** (include additional guided practice activity, assessment, etc.)