**TECHNOLOGY IN THE MUSIC CLASSROOM LESSON PLAN ASSIGNMENTS**

**Name: HELEN DARMAWAN Lesson Plan Type: PERFORMING**

**Lesson title:**

An introduction to canon: How it works and how it sounds.

**Class/Grade:**

Year 5 students (Age 11)

**Standards:**

Performing:

* Analyze the structure and context of varied musical works and their implications for performance.
* Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
* Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

**Learning Outcomes:**

Upon the completion of this lesson, students will be able to:

* Analyze a piece of music that has canon in it.
* Score two or three parts canons.
* Sing canon in an ensemble setting.
* Sing with a steady beat.
* Add canon to any pieces of music when it is appropriate.
* Responds to the gestures of the teacher (or conductor) when singing.

**Assessment Evidence:**

Students can identify a piece of music with canon in it. The music should not be limited to nursery rhymes and popular tunes. Students can also sing in canon in an ensemble setting. They know where to start and where to stop just by looking at the teacher or conductor.

**Prior Knowledge and Skills:**

* Students should familiarize themselves with Finale beforehand. Therefore, they should be able to read notes and rhythms.
* An ability to sing in pitch will be advantageous.
* Students must review how to sing correctly, in the correct posture, breathing techniques, etc. It might take a few meetings before starting this lesson.

 **Materials:**

* Any pitched musical instruments (piano, keyboard, guitar, etc.)
* Staff papers and pencils.
* Computers/ipad/tab which is compatible with Finale and audio/video recording software.
* Finale software
* Any audio/video recording software
* Youtube:

“Row, Row, Row Your Boat”

<https://www.youtube.com/watch?v=ITvyJniLMGY>

“Viva, Viva, La Musica” by M. Praetorius

<https://www.youtube.com/watch?v=jldlOO-T-Ps>

“Canon in D” by J. Pachelbel

<https://www.youtube.com/watch?v=es_3F3TLJS0>

“Les chansons des roses – Dirait on” by Lauridsen

<https://www.youtube.com/watch?v=fZSGCBcZjUs>

**Learning Activities:**

Session I: Introduction

1. Students are introduced to canon. The teacher explains about musical canon, which is known as the round.
2. Students watch a YouTube video by Duane Shinn about canon and the examples of canon from <http://www.8notes.com/glossary/canon.asp>. It gives a brief explanation about what canon is and how it sounds.
3. Students sing one or two examples of canon. “Are You Sleeping?” and “Row, Row, Row Your Boat” are good examples of canon.
4. Have the students give some ideas about other musical examples that can be sung or played in canons.

Session II: Scoring the Canon

1. Each student is given a score of “Viva, Viva La Musica” by M. Praetorius. The score can be downloaded here <http://www.8notes.com/scores/6786.asp?ftype=gif>
2. Have the students decide on where to start the canon.
3. By using Finale, ask the students to score a 3-part canon (S, A, T) for 24 measures, based on this piece.
4. Ask the students to replay the canon by first using the play button in Finale, then by using any instrument. They should sing it out, too.
5. Record the main melody for practice purposes, so that the students can practice the song individually.

Session III: The Performance

1. Divide the students into 3 groups. They will sing the song in canon. Practice it many times. They might use a metronome when necessary to keep the pulse steady.
2. The teacher acts as the conductor. The teacher should encourage the students to memorize the lyric and to pay attention to the teacher’s gesture. Ask them to watch for cues on where to start and stop.
3. Perform it in front of other class and/or record the performance and upload on YouTube.

Session IV: Discussion and Feedback

1. Both teacher and students will give comments or feedback on the performance.
* How do they feel about singing the canon in an ensemble setting?
* How did they maintain their concentration in singing while listening to other groups?
* The teacher should give positive feedback to the students for improvement.
* Both teacher and students should come up with ideas of how to do next? Should they bring this lesson to another level? Should or can the students learn more difficult songs?

Session V: Review and Assessment

1. The teacher will review the lesson.
2. The students will be asked to listen to 2 pieces, which are “Canon in D” and “Dirait on.” Ask the student to spot the canons.