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

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

**Lesson title:** Instruments of the Orchestra, Mood and Characteristic.

**Class/Grade:** Year 5 students (Age 11)

**Standards:** Responding:

* Individual’s selection of musical works is influenced by their interests, experiences, understandings, and purposes.
* Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
* Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
* The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

**Learning Outcomes:**

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

* Describe mood and characteristics of a piece of music.
* Describe how instruments can create different characteristics.
* Identify different orchestral instruments.

**Assessment Evidence:**

Students can describe moods and characteristics of a piece of music by first playing games on the SFS website and write a written report about how they feel about the music, how they think the instruments affect mood changes, and what other music elements take part in giving a piece of music mood and characteristics.

**Prior Knowledge and Skills:**

Students should first learn about different families of orchestral instrument, how they sound like, and their roles in the orchestra. Students must also be able to differentiate different mood and characteristics.

 **Materials:**

* Papers and pencils.
* Computers/ipad/tab (1 for each student, and 1 for the teacher, connected to either a Smartboard or a projector)
* Sound system
* Headset for each student
* YouTube videos:

“Peter and the Wolf” (Disney version)

<https://www.youtube.com/watch?v=Ot7m9i70JDg>

* Websites:
* “Prokovief’s Peter and the Wolf”

<http://www.peterandthewolffilm.co.uk/Peter%20and%20the%20Wolf%20Game.html>

* SFS Kids

<http://www.sfskids.org/play/>

* “Cincinnati Symphony Orchestra Sound Discoveries”

<http://www.classicsforkids.com/downloads/prokofiev/CSO%20Peter%20and%20the%20Wolf%20Lesson%20Plan%20Music%20Language%20Arts%201-3.pdf>

* “Phil Tulga’s Music through the Curriculum”

<http://www.philtulga.com/Peter.html>

**Learning Activities:**

1. The teacher will distribute a listening map for “Peter and the Wolf.” It can be downloaded from “Cincinnati Symphony Orchestra Sound Discoveries” <http://www.classicsforkids.com/downloads/prokofiev/CSO%20Peter%20and%20the%20Wolf%20Lesson%20Plan%20Music%20Language%20Arts%201-3.pdf> (pages 3 and 4 only).
2. The teacher will explain to the students about the listening map, the purpose, and how to work on it. The teacher can ask the students to color it, to make some notes, etc. while listening to the piece.
3. An audio system must be connected to the teacher’s computer with Wi-Fi or internet connection.

The teacher and students will listen to the piece together. The Disney version of the piece can be watched from <https://www.youtube.com/watch?v=Ot7m9i70JDg> (use projector/smartboard so that everyone can watch together).

1. Remind the students to follow the listening map.
2. After listening to the piece for +13 minutes, the teacher will discuss with the students about all the instruments used in the piece.
3. The teacher will use “Phil Tulga’s Music through the Curriculum” website <http://www.philtulga.com/Peter.html>. Click on each “Play!” button.
4. The teacher will discuss with the students about the mood portrayed by the melody and the characteristic of each instrument.
5. The teacher will play a game together with the students on “Prokovief’s Peter and the Wolf” website <http://www.peterandthewolffilm.co.uk/Peter%20and%20the%20Wolf%20Game.html> (use projector or smartboard).
6. Ask the students to play a game on the SFS Kids Website <http://www.sfskids.org/play/> from their laptops/ipads/computers, using their headphones (Click “Play>Let’s Start!>”Choose any titles>”Mood Journey”).
7. The students are required to click on any sentences that describe how they feel about the mood of the music.
8. As a result, the website will give a few boxes of pictures that describe how they feel about the music that they have chosen.
9. Ask the students to write on a piece of paper about the music. Describe about the mood and how the instruments help portray the mood (how they think the instruments affect mood changes), and what other music elements take part in giving the music its mood and characteristics
10. Submit the paper to the teacher.