

5th Grade UDL Lesson Plan

Lesson Title: Tam-Ti (Dotted Quarter Note-Eighth Note) Cut and Paste Composition Project

Grade Level: 5th Grade

Number of Classes Needed for Lesson: 1-2

Objective: Students, in groups of 2, will create and perform a musical composition that includes a melody for soprano recorder and an ostinato that uses the Tam-Ti (Dotted Quarter Note & Eighth Note) rhythm.

The California Arts Standards for Music:

Anchor Standard: Organize and develop artistic ideas and work (5.MU:Cr2)

- a. **Demonstrate** selected and developed **musical ideas** for **improvisations, arrangements, or compositions** to express **intent**, and explain **connection** to **purpose** and **context**.
- b. Use **standard** and/or **iconic notation** and/or recording technology to document personal **rhythmic**, melodic, and two chord harmonic **musical ideas**.

Anchor Standard: Refine and complete artistic work (5.MU:Cr3.1)

Evaluate, **refine**, and document revisions to personal music, applying **teacher-provided** and **collaboratively developed criteria** and feedback, and explain rationale for changes

Anchor Standard: Refine and complete artistic work (5.MU:Cr3.2)

Present the final version of personal created music to others that **demonstrates craftsmanship** and explain **connection** to **expressive intent**.

Prior Learning Connections: Students have developed a familiarity with the Tam-Ti and Dotted Quarter Note & Eighth Note rhythm and notation through various experiences singing, playing, reading, and composing.

Differentiation/Accommodations:

- **Represented Disabilities in Class:**
 - SLD-Reading, SLD-Writing, Autism, Health (ADHD)

Assessment: Single-column rubric
Student reflection in class

Lesson Process:

1. Students (S) get recorders while Teacher (T) displays Tam-Ti Melodic Fragment Bank on board. T asks S to look at the fragments and pick one to play for the class. S volunteers

play selected fragment for class. T asks all S to say rhythm and play specific melodic fragment as a group to emphasize Tam-Ti rhythm.

2. T models on board with how to take fragments and arrange them into a melody. T models on recorder new melody. T then creates an ostinato to accompany the melody. S pat and say ostinato while T plays recorder melody.
3. T goes over expectations for activity
 - a. S select a partner
 - b. S in partners go through melodic fragment bank, and select 4 fragments to use to create a melody. At least one fragment must have a Tam-Ti melody
 - c. S then glue the fragments to the Cut and Paste Composition page to create their melody.
 - d. S select 1 or 2 ostinato rhythms from the ostinato rhythm bank for their ostinato and then write it on the Cut and Paste Composition page.
 - e. S then practice performing the piece. Partners can choose to either play the drum or recorder.
4. T places a timer for 10 minutes and outline of the expectations on the board and the S begin their work. T floats around and provides guidance and assistance as needed.
5. After 10 minutes, T assesses the progress of the S and either adds more time or moves to sharing.
6. With last 5 minutes of class, S groups share their progress and work for the class. S can either perform if they are ready, or share where in the process they are and what plans they have or challenges they are facing.
7. Additional group work time can be provided in future classes to allow S to finish project and prepare for performance.
8. When S perform, T assesses using rubric. Other S are asked to offer compliments and criticism.
 - a. “What are some things you LIKED about their composition and performance?”
 - b. “What are some things this group can improve upon?”
9. T asks s their thoughts on composition process.
 - a. “Did you find this way of composing easy?”
 - b. “Do you prefer it over composing the traditional way?”
 - c. “What do you like/dislike about it?”

Materials Needed:

- Handouts: Cut and Paste Composition Paper, Melodic Fragment Bank, Ostinato Rhythm Bank
- Scissors, Glue Sticks, Pencils
- Musical Instruments: Soprano Recorders, Unpitched Percussion (Hand Drums)

Notes/Reflection: In future lessons I would do more guided playing of the melody bank as well and more previewing in prior classes. I was happy with the rate students worked and where they were at by the end of the class. In the next class, they were able to reflect on where they were at and their level of performance and work towards fine tuning their compositions and making them ready for sharing with the class.

UDL Principles:

- **Multiple Means of Engagement**
 - Students working in partners (student choice)
 - Student autonomy
 - Peer and Self-Assessment
 - Expectations presented with rubric
 - Manage self-directed time with Timer
- **Multiple Means of Representation**
 - Exemplars presented visually
 - Exemplars modeled by teacher and performed by students
- **Multiple Means of Action and Expression**
 - Composition and Performance
 - Choice of melodic and rhythmic complexity