

Wayland Public Schools

October 5, 2015 School Committee Meeting

Curriculum Spotlight #1

Survivor Europe:

The Entangling Alliances, 1900

Survivor Europe: The Entangling Alliances, 1900

SUPPOSE YOU WANTED YOUR STUDENTS TO LEARN THIS:

Causes of World War I

1. Mutual Defense Alliances

- Over time, countries throughout Europe made mutual defense agreements that would pull them into battle. These treaties meant that if one country was attacked, allied countries were bound to defend them. Before World War 1, the following alliances existed:
 - Russia and Serbia
 - Germany and Austria-Hungary
 - France and Russia
 - Britain and France and Belgium
 - Japan and Britain
- Austria-Hungary declared war on Serbia, Russia got involved to defend Serbia. Germany seeing Russia mobilizing, declared war on Russia. France was then drawn in against Germany and Austria-Hungary. Germany attacked France through Belgium pulling Britain into war. Then Japan entered the war. Later, Italy and the United States would enter on the side of the allies.

2. Imperialism

- Imperialism is when a country increases their power and wealth by bringing additional territories under their control. Before World War 1, Africa and parts of Asia were points of contention amongst the European countries. This was especially true because of the raw materials these areas could provide. The increasing competition and desire for greater empires led to an increase in confrontation that helped push the world into World War I.

3. Militarism

- As the world entered the 20th century, an arms race had begun. By 1914, Germany had the greatest increase in military buildup. Great Britain and Germany both greatly increased their navies in this time period. Further, in Germany and Russia particularly, the military establishment began to have a greater influence on public policy. This increase in militarism helped push the countries involved to war.

4. Nationalism

- Much of the origin of the war was based on the desire of the Slavic peoples in Bosnia and Herzegovina to no longer be part of Austria Hungary but instead be part of Serbia. In this way, nationalism led directly to the War. But in a more general way, the nationalism of the various countries throughout Europe contributed not only to the beginning but the extension of the war in Europe. Each country tried to prove their dominance and power.

5. Immediate Cause: Assassination of Archduke Franz Ferdinand

Survivor Europe: The Entangling Alliances, 1900

Reading without context, students might take away an understanding that looked something like this:



Survivor Europe: The Entangling Alliances, 1900

HERE'S ANOTHER PATHWAY TO KNOWLEDGE

The Class:

- Freshman 20th Century World History Course

The Lesson Objective:

- To understand international relations in Europe during the early 1900's

A Unit Objective

- To understand the causes of World War I

The Activity: Survivor Europe

- A simulation activity in which students are placed in teams which represent one of 8 European countries
- Teams are asked to form alliances based on the interests and goals of their particular nation.

Survivor Europe: The Entangling Alliances, 1900

Students begin with a map of Europe, instructions, and graphs that show national resources.



Europe, 1871

Survivor Europe: The Entangling Alliances, 1900

	GREAT BRITAIN	FRANCE	ITALY	RUSSIA	BELGIUM	ROMANIA	GRFECE
POPULATION (TOTAL)	OVERSEAS EMP. 390 MILLION 45 000 000	OVERSEAS EMP. 58 MILLION 40 000 000	OVERSEAS EMP. 2 MILLION 35 000 000	164 000 000	7 500 000	7 500 000	5 000 000
SOLDIERS POTENTIALLY AVAILABLE	711 000	1 250 000	750 000	1 200 000	180 000	420 000	120 000
MILITARY EXPENDITURES 1913-1914 (MILLIONS OF £)	250 000 000	185 000 000	50 000 000	335 000 000	13 750 000	15 000 000	3 750 000
BATTLESHIPS IN SERVICE OR BEING BUILT	64	28	14	16			
CRUISERS	121	34	22	14			
SUBMARINES	64	73	12	29			
MERCHANT SHIPS MILLIONS OF TONS	20 000 000	2 000 000	1 750 000	750 000			

Sample information sheet.

Survivor Europe:

The Entangling Alliances, 1900

- Students receive a dossier that provides background information about their country and its history, providing context for its wants, needs, and goals.
 - Alliances will be negotiated based on these wants, needs, and goals.
- Teams determine who their enemies and allies are, presenting evidence for why they have made these determinations.
- There are 8 nations. Students are tasked with trying to form just 2 alliances.

Survivor Europe: The Entangling Alliances, 1900

- Students develop a negotiation strategy, deciding how to position themselves in order to foster desired multiple alliances that include hoped-for allies and exclude perceived enemies.
- Students, in an animated manner, move about the classroom conducting negotiations with other teams to form alliances. They must specify what each country is getting and what they are offering to the other country.
 - Examples: “We won’t attack each other.” “Italy will allow the use of 35,000 soldiers to protect our country’s border.”
- Everyone now learns what alliances were made. This constitutes a moment of truth for nation-teams. For example, teams may be surprised who their allies allied with, which can result in shuffling alliances.

Survivor Europe: The Entangling Alliances, 1900

Student Reflection

- What problems did individual nations run into in attempting to decide which countries to ally with?
- How important of a role did geography play? Examples?
- What difficulties did the negotiations with other nations bring about?
- How could the forging of these alliances and the alliances themselves help explain why war broke out?

Survivor Europe:

The Entangling Alliances, 1900

Students next look at the actual events of 1900 to 1914. The simulation activity richly informs this discussion because the lesson effectively ...

- Conveys the complexity of the historical dynamics.
- Encourages students to make predictions.
- Engages students in 21st Century skills, including communicating, negotiating, collaborating, and creative problem solving.
- Builds student expertise and investment, making them more attentive to historical events and their causes.

Survivor Europe:

The Entangling Alliances, 1900

Students have learned about the alliances between countries and the dynamics of making these alliances. They gain an appreciation of the countries' goals and fears, and the factors that played into the start of WWI. (They write an essay where they explain the role of these factors.)

Presented in this context, this activity leads to a deeper understanding of the four main causes of WWI.

- Militarism
- Alliances
- Imperialism
- Nationalism

Survivor Europe: The Entangling Alliances, 1900



Wayland Public Schools

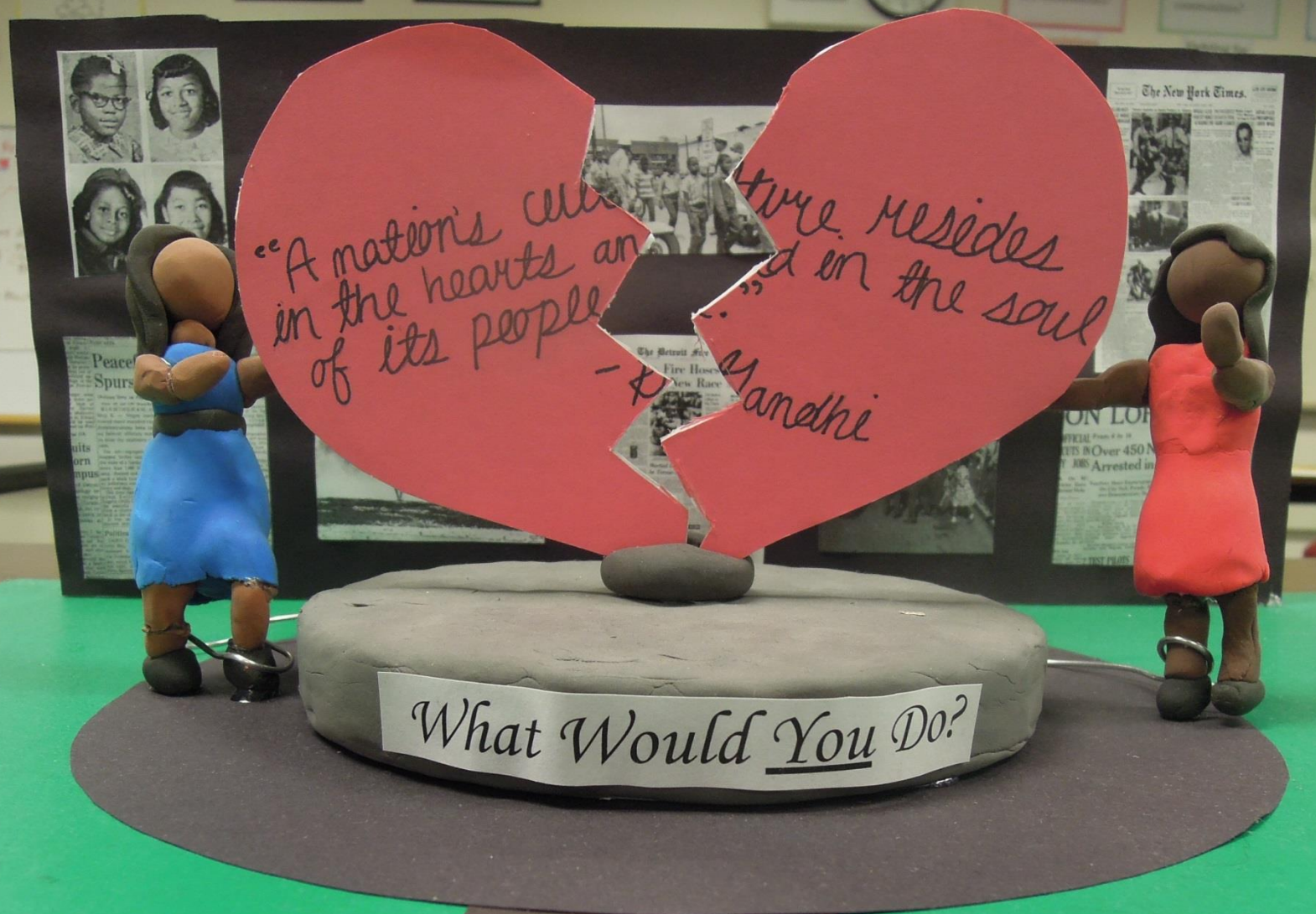
October 19, 2015 School Committee Meeting

Curriculum Spotlight #2

Grade 8 Memorial Project

Memorial Project

- The Course: Grade 8 Social Studies
- A culminating project for the unit on activists:
 - Women's Movement
 - Civil Rights Movement
 - Struggle for Equal Education (Little Rock and Boston)
- The Assignment: Students are asked to design a memorial to honor a person, group, event or idea connected to the struggle for justice in the United States that has inspired them.
 - They build an architectural model of their memorial and write an artist's statement explaining the memorial to visitors.



A memorial to the 1963 Birmingham Children's campaign. On the back are newspaper articles covering some of the brutal events in this campaign. The designers wrote "At first it might make visitors feel even a little ashamed that citizens of their country would be so brutal. But when they see the children pushing the heart together they should realize that these young children were able to break the bonds of segregation, and it made the country a better place. Hopefully it will make visitors feel inspired to fight against other injustices in their country and around the world."

Memorial Project

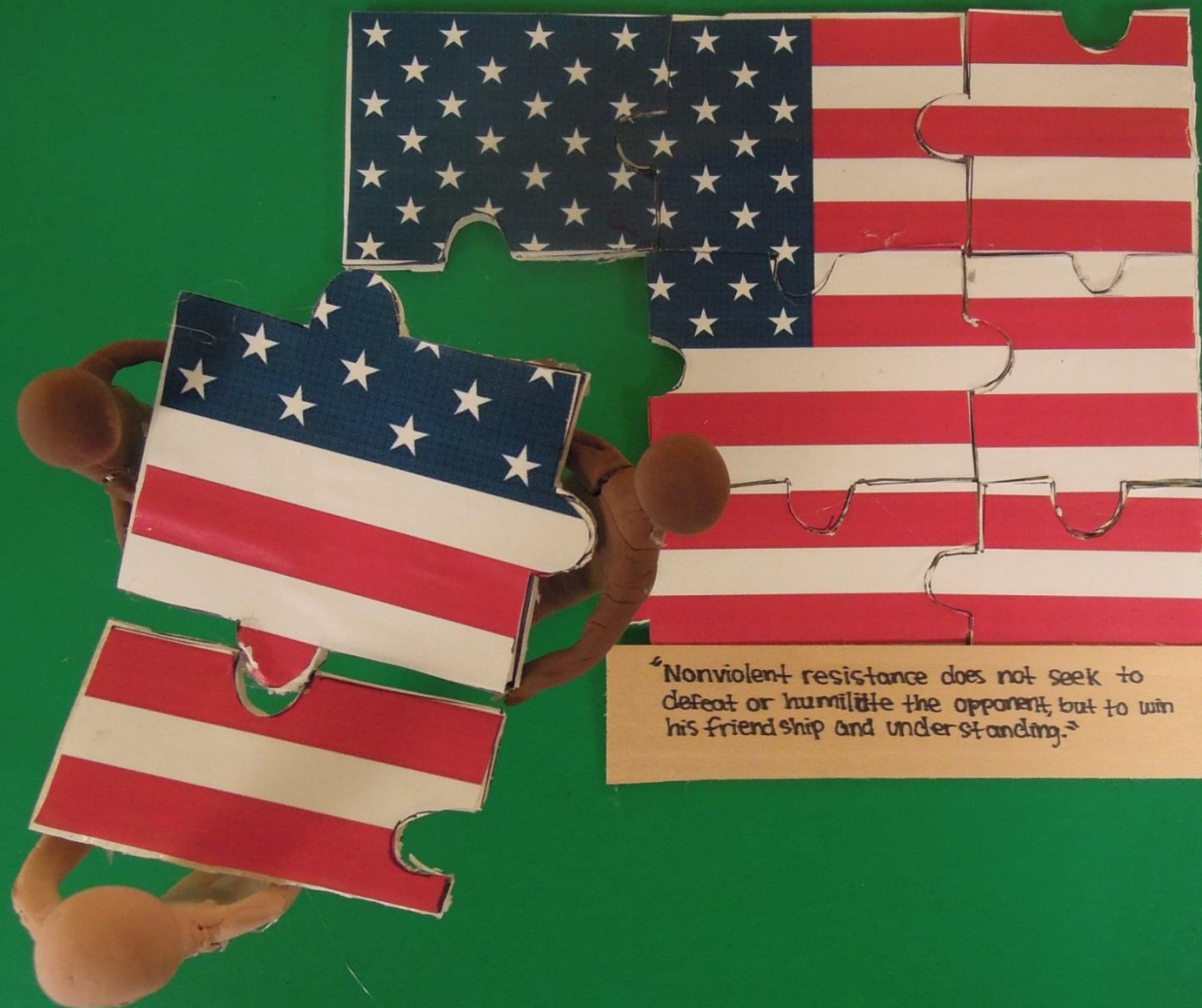


Students watch excerpts from a video about Maya Lin, the designer of the Vietnam War Memorial. They talk about her design of the wall, which historically revolutionized the design of memorials.

Memorial Project



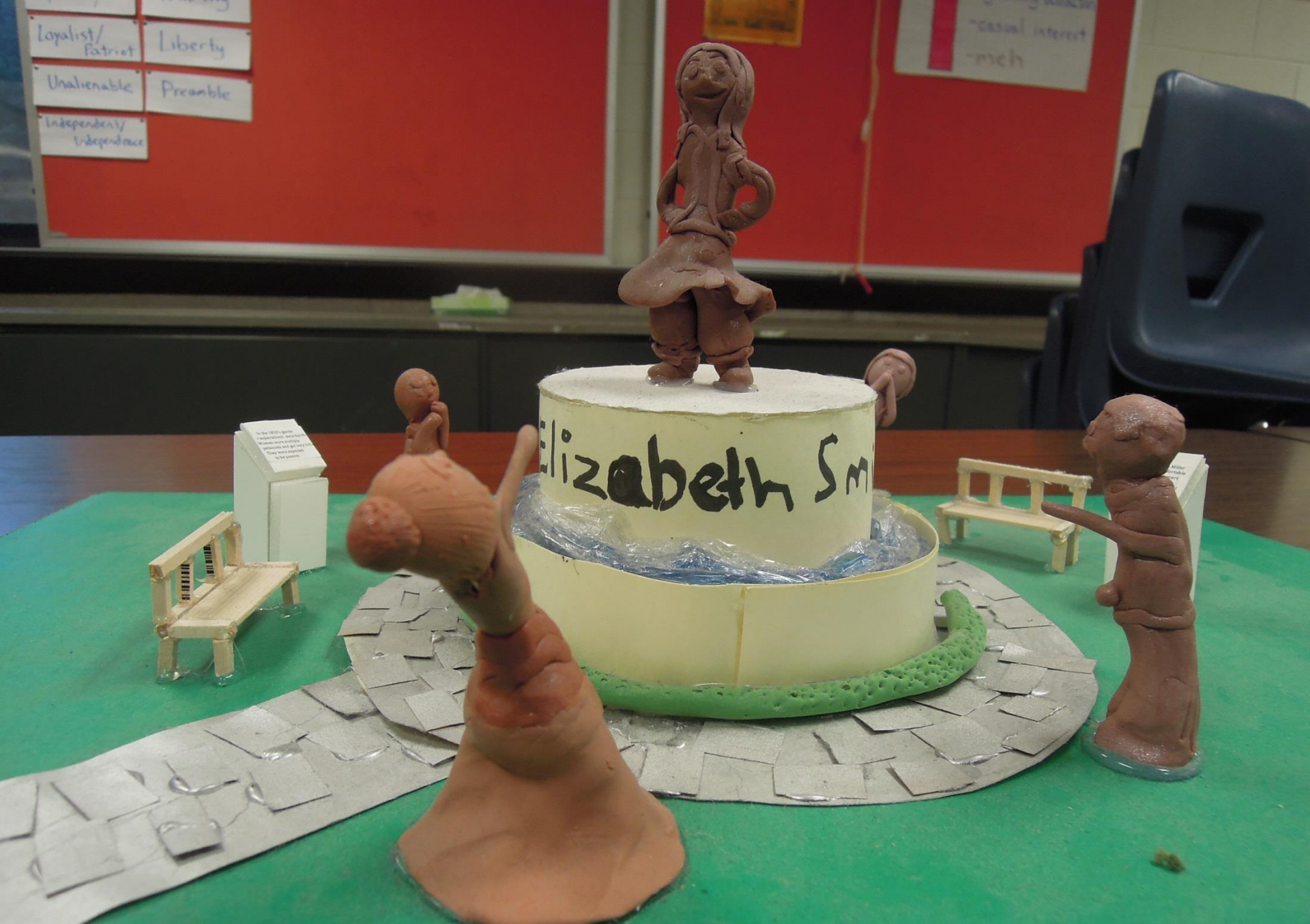
They view and analyze other memorials, including the Sarah Pryor memorial here in Wayland.



A memorial entitled "Puzzle of Unity." The designers wrote, "People who followed the guidelines of nonviolence wanted integration, wanted friendship, and wanted connections. They did not seek to just be considered equals, they fought to be considered friends. The success of nonviolence depends upon activists becoming friends with their opponents."

Memorial Project

- Primary Goal: The project helps students reflect on what they learned during the unit on activists.
- Secondary Goal: The project helps prepare students for the Washington DC trip.
 - By the time students go on the trip, they have developed a vocabulary about design, and have been introduced to the concepts that designers wrestle with.
 - Students deepen their analysis of memorials and, as a result, the discussions which occur during the trip are greatly enriched.
 - This is indicative of a truly integrated interdisciplinary educational experience, which is a hallmark of our middle school philosophy.

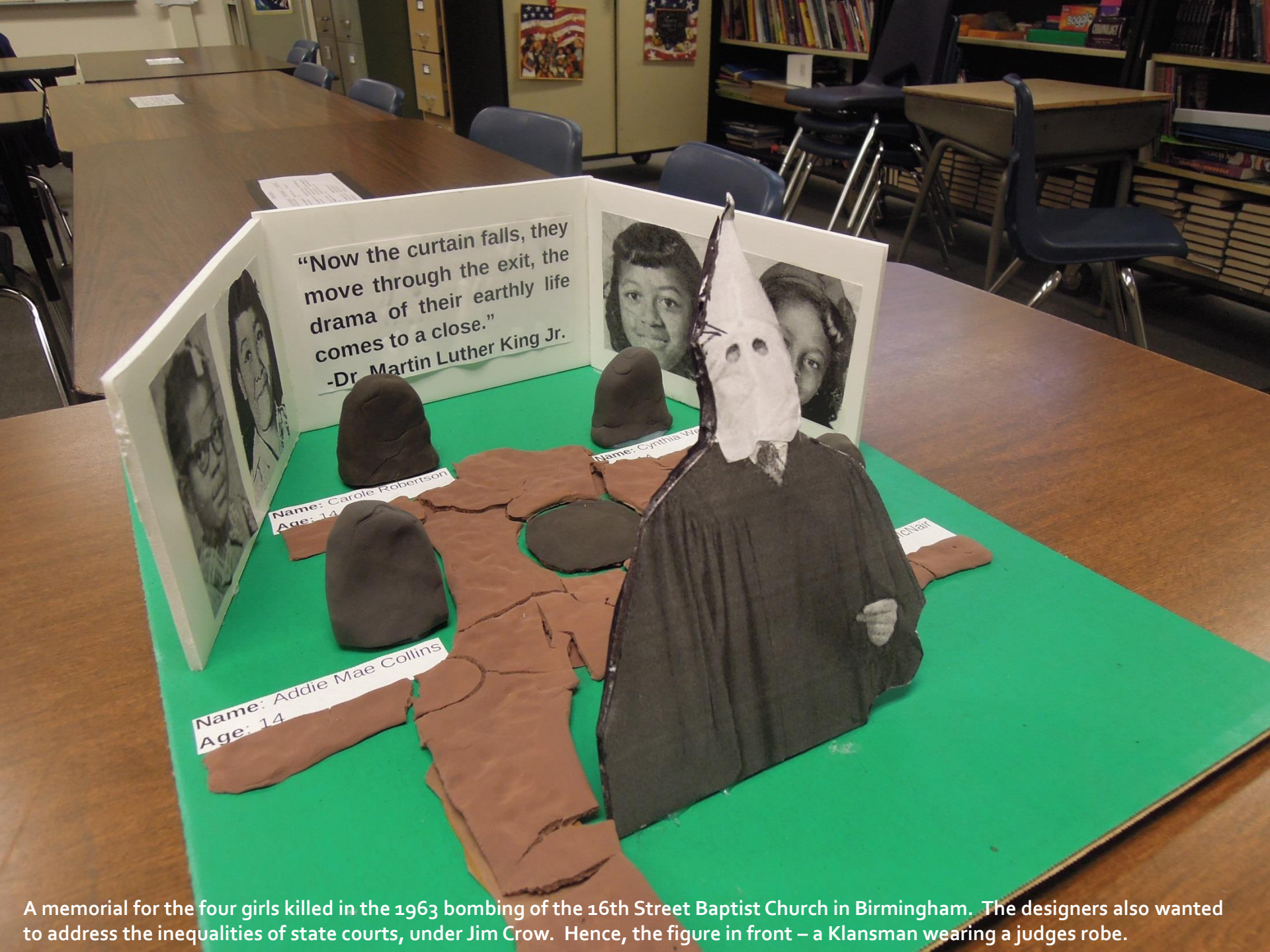


A memorial to Elizabeth Smith Miller, designer of "bloomers," – part of the women's dress reform movement. Notice the mocking faces on observers, contrasted to Smith Miller's defiant stance.

Memorial Project

The Process






- Students first discuss the criteria of what makes an effective memorial.
- They work in groups on the design of their memorial.
- They must consider the message they want to convey, the feelings they want to evoke and the information, images and themes they want included.
- They have to negotiate their competing visions with other group members.
- They are given all the materials they need.
- Upon completion, they hold a “memorial walk,” during which students critique each other’s memorials.
- The memorials are put on display during DC night.

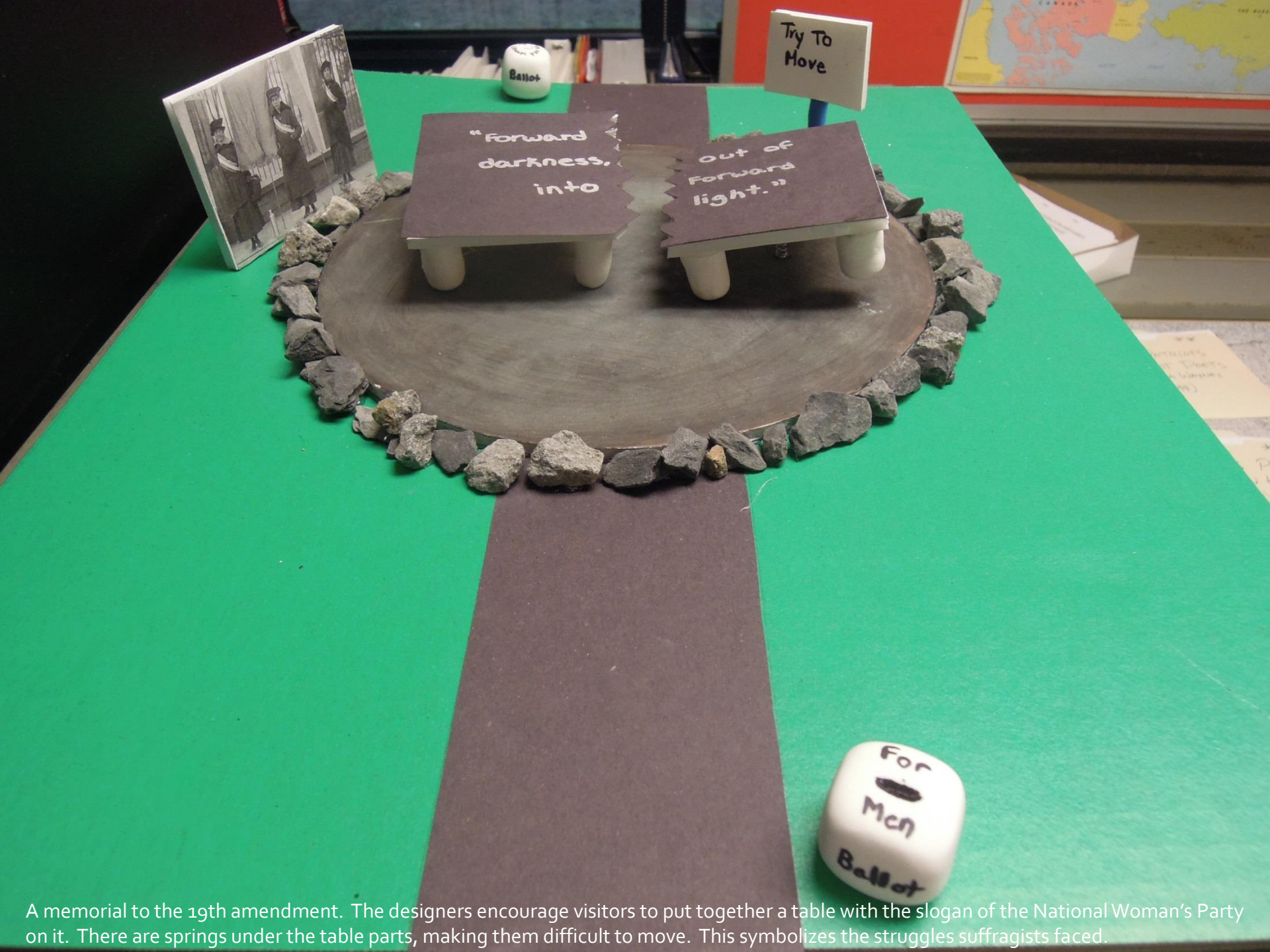


A memorial for the four girls killed in the 1963 bombing of the 16th Street Baptist Church in Birmingham. The designers also wanted to address the inequalities of state courts, under Jim Crow. Hence, the figure in front – a Klansman wearing a judges robe.

Memorial Project

Memorial Analysis: The Spectrum

- More images  More Words
- Hopeful/Optimistic Feeling  Sad/Pessimistic Feeling
- More Realistic  More Abstract
- Obvious Clear Message  Subtle Message
- More Informative  More Sentimental

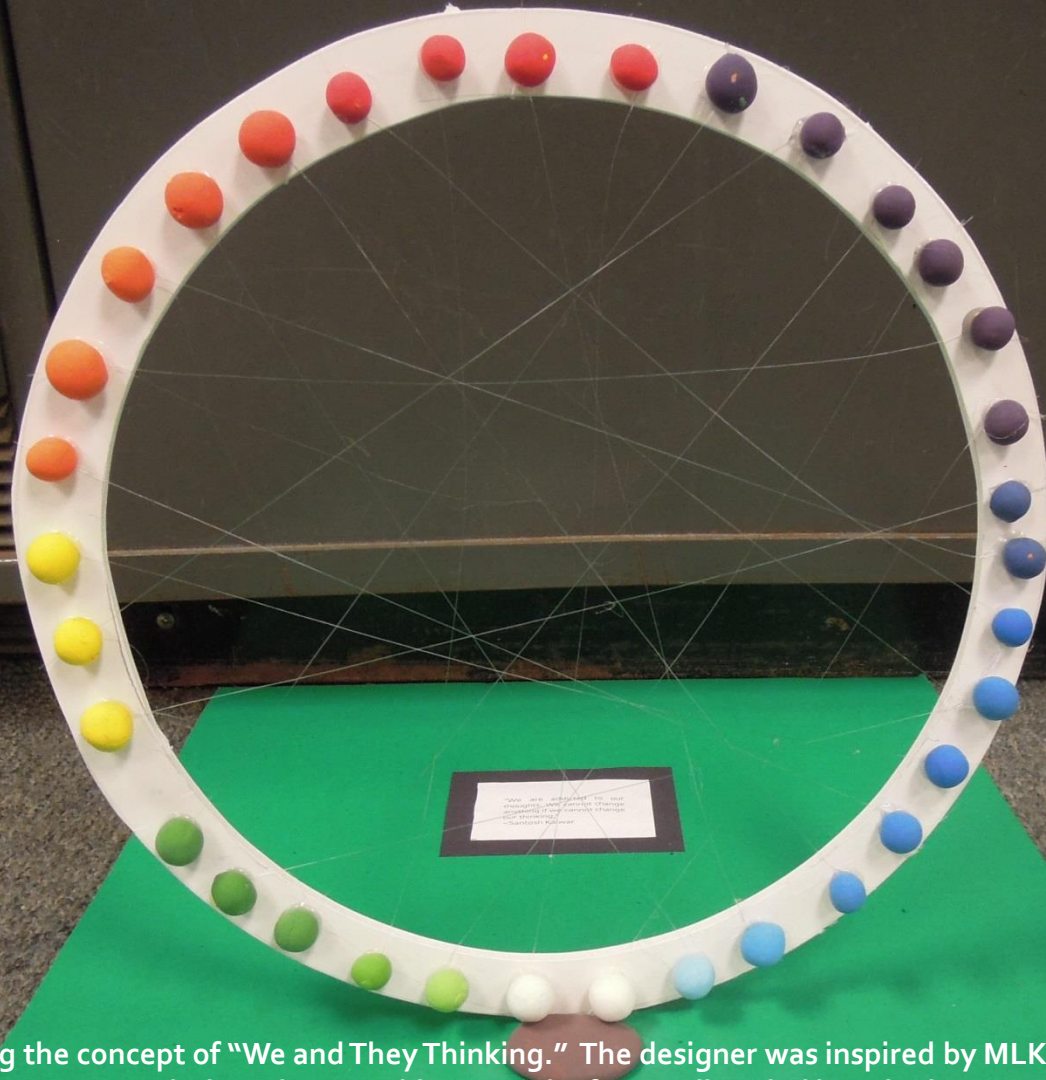


A memorial to the 19th amendment. The designers encourage visitors to put together a table with the slogan of the National Woman's Party on it. There are springs under the table parts, making them difficult to move. This symbolizes the struggles suffragists faced.

Memorial Project

Criteria for Memorial Design

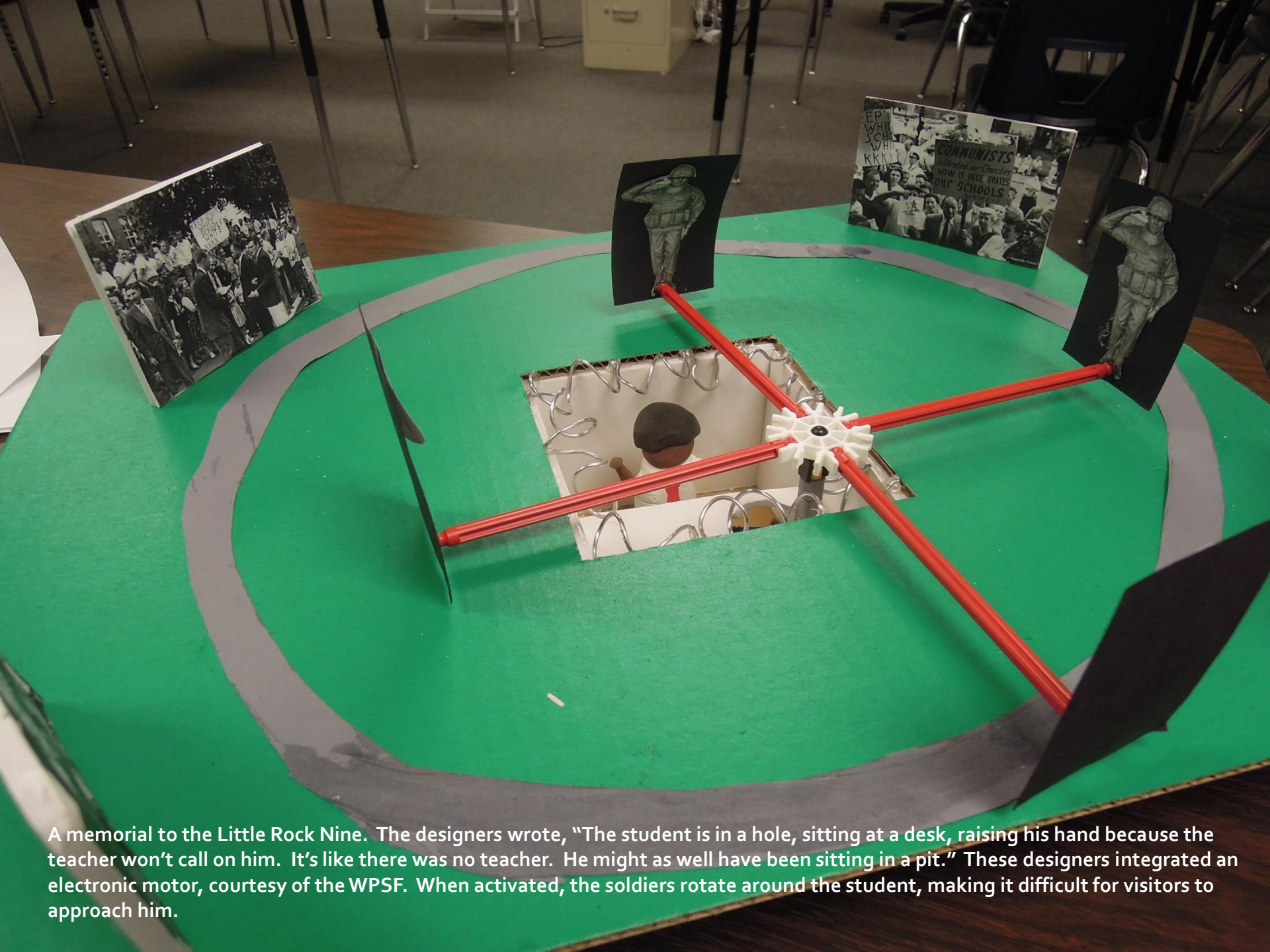
- Has a clear message that is communicated effectively
- Evokes strong emotions
- Makes people think in a new way
- Has an entrance, a focus or central point, an exit and a path for visitors
- Has strength in simplicity
- Promotes reflection



"We are all caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly affects all indirectly."
—Martin Luther King, Jr.

"In a real sense all life is inter-related. All persons are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly affects all indirectly. I can never be what I ought to be until you are what you ought to be, and you can never be what you ought to be until I am what I ought to be. This is the interrelated structure of reality."
—Martin Luther King, Jr.

A memorial addressing the concept of "We and They Thinking." The designer was inspired by MLK's quote, "In a real sense all life is inter-related. All persons are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly affects all indirectly." She explains, "When people look up to the memorial at first they will see groups of separate colored balls, but when they take a closer look they will see the small invisible pieces of clear line connecting one color to another."



A memorial to the Little Rock Nine. The designers wrote, "The student is in a hole, sitting at a desk, raising his hand because the teacher won't call on him. It's like there was no teacher. He might as well have been sitting in a pit." These designers integrated an electronic motor, courtesy of the WPSF. When activated, the soldiers rotate around the student, making it difficult for visitors to approach him.

Wayland Public Schools

November 2, 2015 School Committee Meeting

Curriculum Spotlight #3

Immigration and Culture Museum

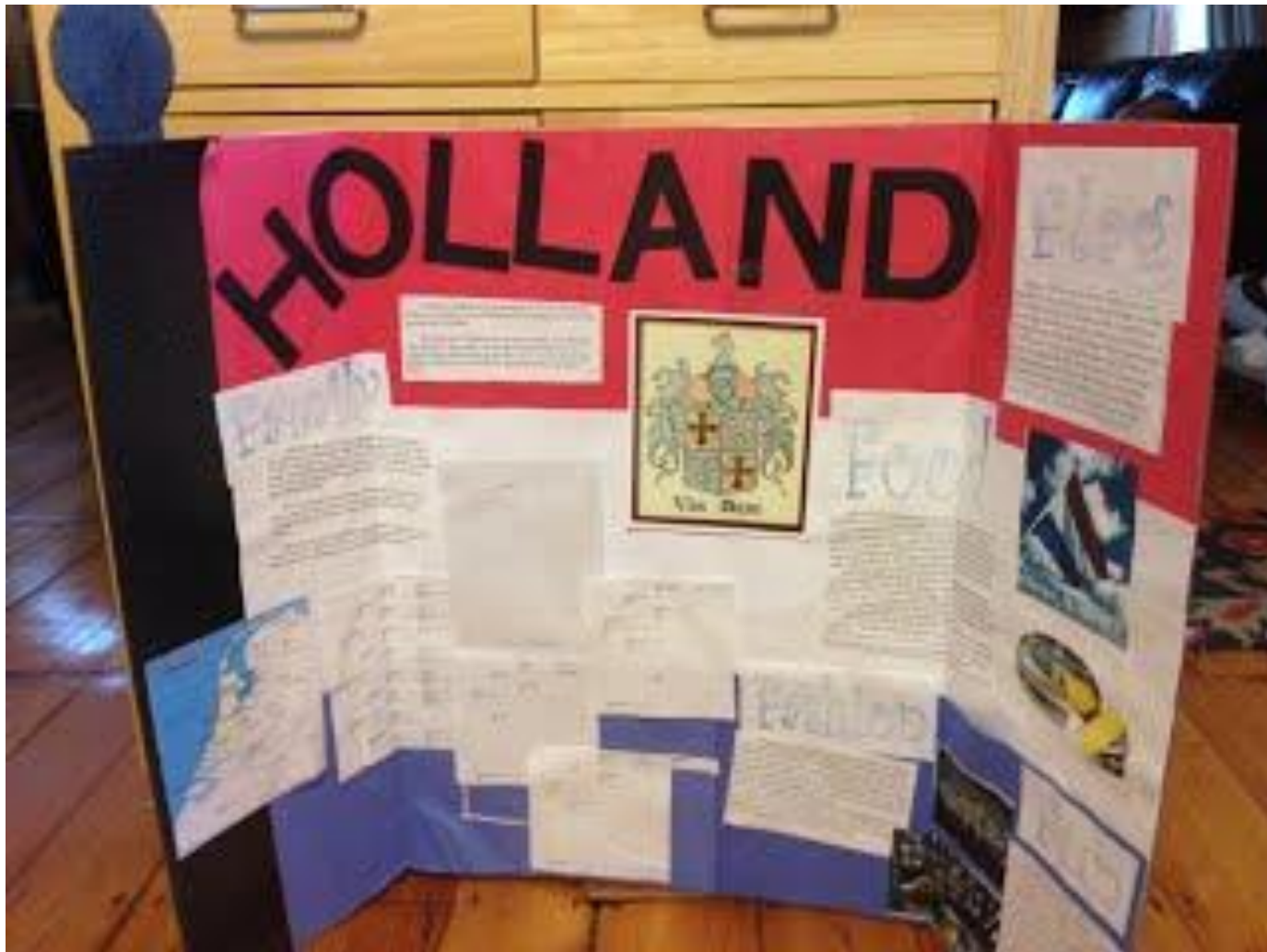
Immigration and Culture Museum

The Project

In Grade 4 at Happy Hollow, students study immigration. They complete a culminating project which focuses on a particular country of origin.

- At an evening event, all the projects are displayed at once, with individual students serving a docent for their individual display. Parents are invited to join in and bring food. In this way, the combined 4th Grade classrooms fashion their own Immigration and Culture Museum.

Immigration and Culture Museum



Immigration and Culture Museum



Immigration and Culture Museum

Unit Goals

- To learn the factors that push and pull people in making a decision to immigrate. In other words, to learn why people immigrate.
- To learn about the waves of immigration.

Immigration and Culture Museum

Essential Questions

- Why did families and individuals leave their homeland(s) and start new lives in America?
- How do individual's beliefs, traditions, or celebrations reflect their family history and ancestry?
- What were the greatest obstacles families and individuals faced when they migrated or immigrated to and throughout America?
- How can you help a new immigrant or student feel welcome in the United States?

Immigration and Culture Museum

The Website

- Essential Questions
- Introductory Slide Show
- Project Guidelines

[Link to website](#)

Immigration and Culture Museum

Other Goals

- To have children learn about their family histories, as well as about each other. The majority of students choose to research their own cultural backgrounds.
- To build family engagement around a curriculum project.
- To build research skills.
- To build presentation skills.

Immigration and Culture Museum

Characteristics of the Project

- The project is a collaboration between the classroom teacher, the instructional technology specialist and the librarian. Together, they design elements that build students' content knowledge, research skills, and technology skills. (Students work on computers and print out elements of research for display.)
- Teachers inform students of the minimum project requirements, as well as enrichments opportunities. (For example: Create a family tree.)
- Students use a trifold presentation board to create a museum piece. They bring in artifacts from home if they have them.

Immigration and Culture Museum

The Culminating Event

- The unit ends with a culminating event in which families are invited to the school. Most families come, bringing food and drink that stem from their family culture. This evening is crowded, alive with engaged students, and generally a great time.
- In preparation for this, students will practice ahead of time with their second grade buddies.
- Students and families take great pride in this event. Students are prepped with how to introduce their project, say hello in the language of the country of origin, and introduce their project. They explain why they chose the country they chose and what they hope people will remember about their project.

Immigration and Culture Museum



Wayland Public Schools

November 16, 2015 School Committee Meeting

Curriculum Spotlight #4

New York Geology Trip

New York Geology Trip

- Grade 8 Science Trip
- Has been run for over 18 years
- Students visit the Connecticut River Valley (Holyoke, MA) and the Albany, NY areas.
- Exemplifies how Wayland Middle School takes care to fully integrate its field trips into the curricula, making them high-impact learning experiences.

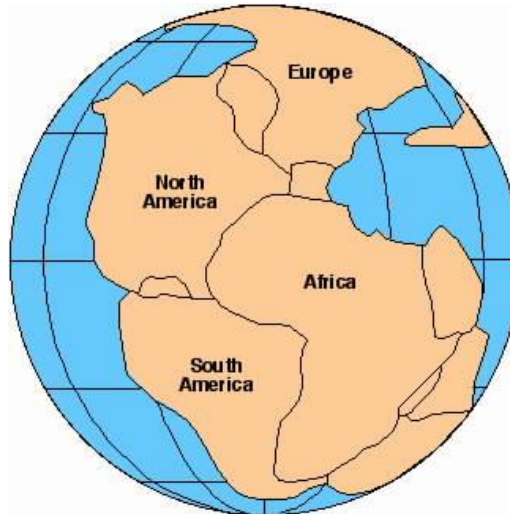
New York Geology Trip

Unit Objectives

- Students learn how igneous, sedimentary, and metamorphic rocks form.
- Students learn about plate tectonics and how various land forms are created through those processes.
 - **Plate tectonics** is the theory that Earth's outer shell is divided into several plates that glide over the mantle, the rocky inner layer above the core.

New York Geology Trip

- Students learn and better understand the creation and destruction of Pangea.
 - Pangea is the ancient supercontinent, comprising all the present continents joined together, which began to break up about 200 million years ago.



New York Geology Trip

Grade 8 Thematic Element Across the Content Areas

- Given your theory and building on the evidence, describe how the evidence supports your theory.
 - Alternately: Where's the evidence that the story is true?

New York Geology Trip

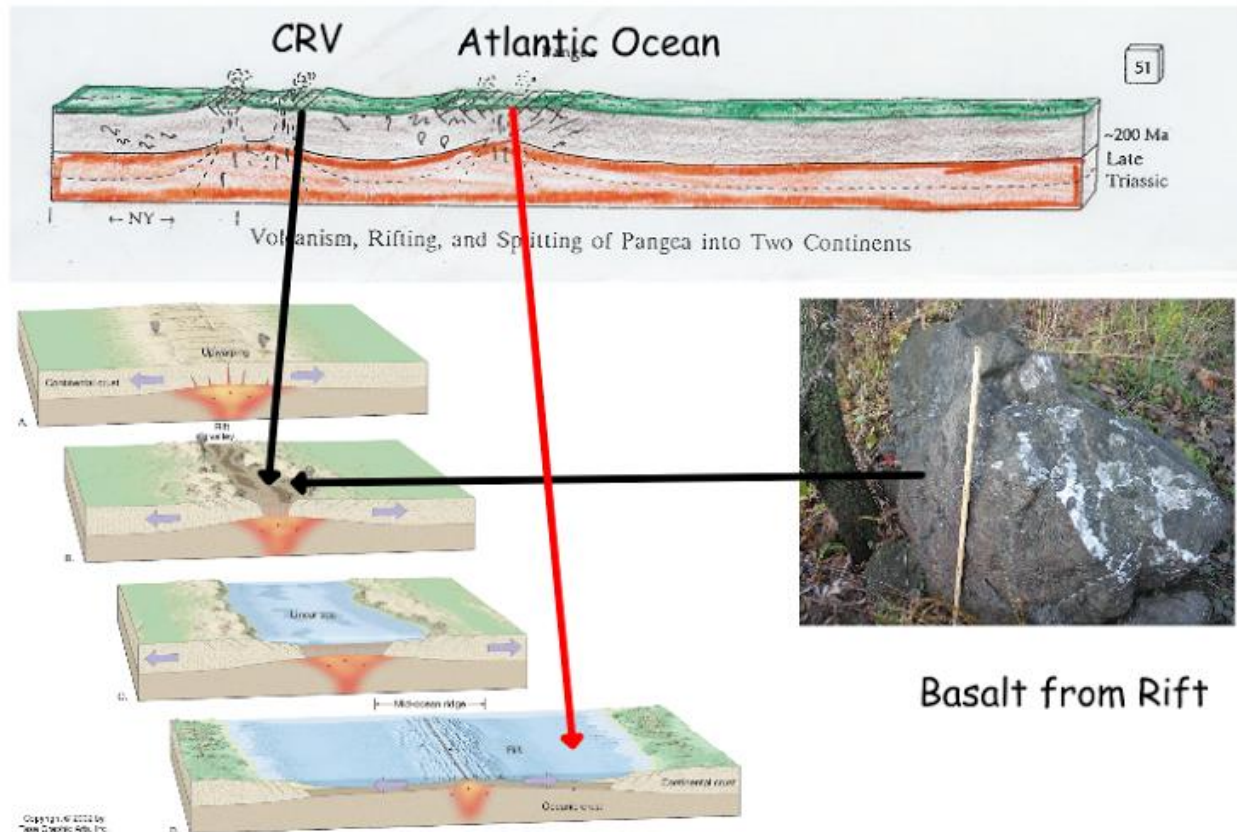
On the trip, students ...

- test out the theory that the land changed over time.

[Link to Grade 8 Science Curriculum Update](#)

- complete an extensive set of field measurements and related worksheets.
- look for evidence of geological change -- drastic changes over time, such as volcanoes and indications of once-present mountains.

New York Geology Trip



rift valleys form where two plates move apart from each other - the Connecticut River Valley is an example of this

New York Geology Trip

Interpreting the Evidence

For example ...

- If they discover limestone, a sedimentary rock, they know that an ocean was once in this location.
- If they discover metamorphic rock, they know a mountain was once there.

New York Geology Trip

- Students spend three weeks learning the science of geology and how to interpret the evidence they will come across.
- They are afforded the opportunity to study dinosaur tracks, fossils, and evidence of changing terrain.
- They are absolutely astonished to see dinosaur tracks, to actually be there touching them – all relatively close to home.
- They also learn that ripples in the Connecticut Valley rocks are like the ones on the rocks they saw during their Grade 7 Cape Cod trip.

New York Geology Trip

- Students at this age group often rest right at concrete/abstract divide in terms of normal cognitive development.
- Seeing concrete evidence of change over time, such as dinosaur tracks or fossilized wood, helps them form an abstract image of the scene when dinosaurs were living there.
- This hands-on access to the curriculum deepens students' understanding of the curriculum and, in particular, the abstract concepts posited by tectonic theory.

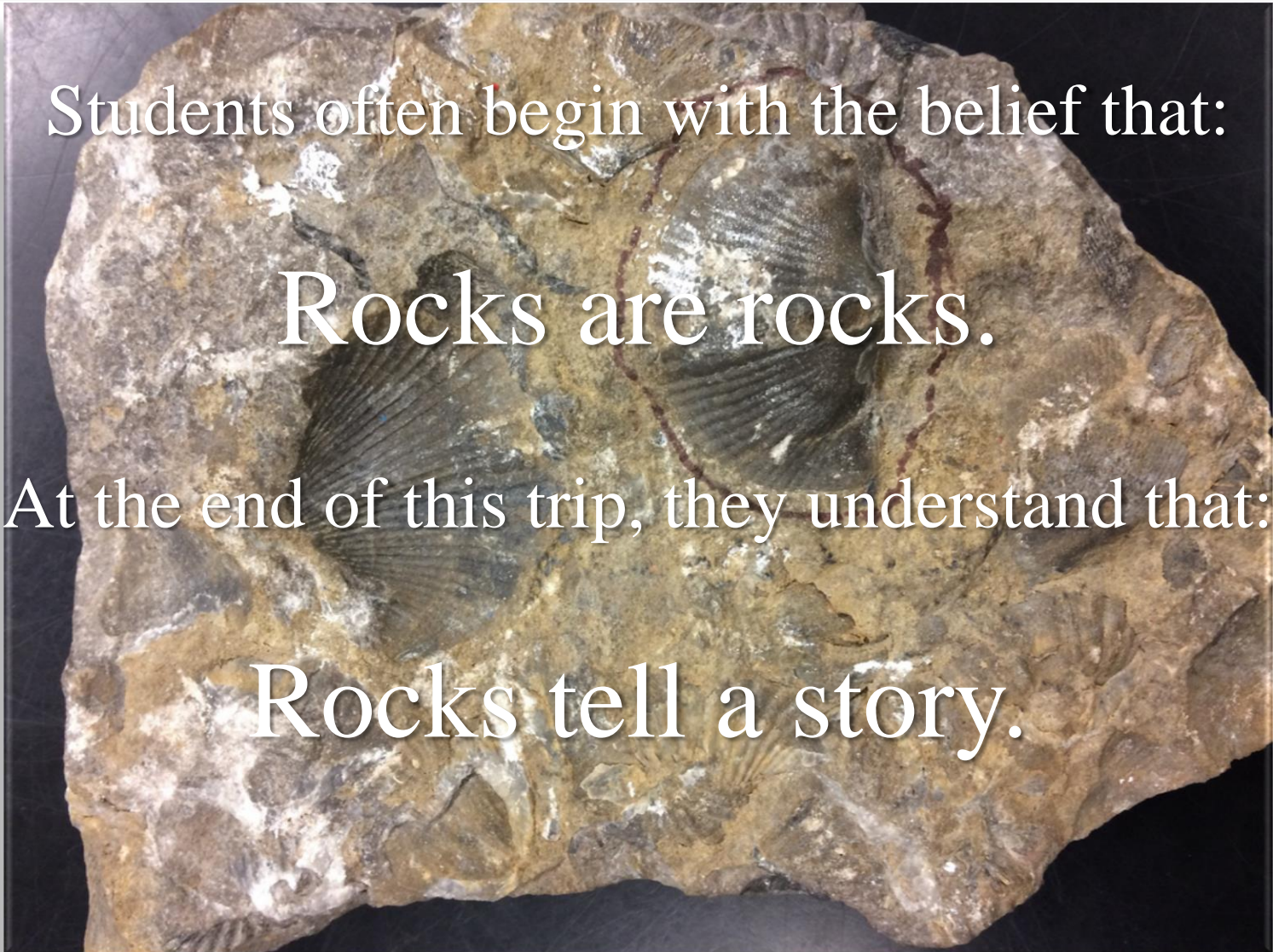
New York Geology Trip

Students often begin with the belief that:

Rocks are rocks.

At the end of this trip, they understand that:

Rocks tell a story.



Wayland Public Schools

November 30, 2015 School Committee Meeting

Curriculum Spotlight #5

Proficiency Based Learning

Proficiency Based Learning

Learning a World Language Previous Methodology (a linear approach)

- Text-focused: The class proceeded chronologically through the text. Authentic materials and audio clips supplemented the text.
- Grammar-focused: There was an emphasis on grammar, which may have been at the expense of students learning how to *speak* the language.

Proficiency Based Learning

Learning a World Language Proficiency Oriented Methodology (a non-linear approach)

- The focus is on speaking, and using content of high interest to the students.
- The class rarely uses the text, except for an occasional reading or vocabulary exercise. There are so many authentic resources on line that we don't need to rely heavily on a text.
- The class is conducted almost entirely in French. Students learn vocabulary in a more organic way – through readings, audio clips and conversation.

Proficiency Based Learning

- **USE** – Proficiency based learning emphasizes the meaningful use of language for real communicative purposes. It's as much about *using skills* as it is about *building skills*, as much about *using the language* as it is about *learning the language*.
- **INTEGRATION** – Proficiency based learning integrates the use of listening, speaking, reading, grammar and writing. All of this, along with the study of culture, is taught in the context of learning to communicate.
- **AUTHENTICITY** – Proficiency based learning incorporates the use of *authentic materials*, taking full advantage of internet sources. It also incorporates *authentic assessments* of student performance.
- **ORGANIZATION** – Proficiency based learning organizes language learning around themes, topics, and other disciplines.

Proficiency Based Learning

Proficiency Based Learning reframes the nature of homework and tests:

- Assessments are natural extensions of class activities. There is an emphasis on...
 - Presentational speaking/writing (something prepared)
 - Interpersonal speaking/writing (such as when students are given a topic which they haven't seen in advance)
- Creative projects stay with students longer, improving recall and understanding.

Proficiency Based Learning

For example, one of our High School French classes explores the following themes...

- **Vive Les Vacances!**
- La Beauté et l'Art
- La consommation
- L'Amitié
- Les Transports et les Voyages
- La Santé

Proficiency Based Learning

Vive Les Vacances! Unit: Sample Assignments

- **Postcard project:**
 - Students were asked to write a postcard from a French-speaking country about a vacation during which something went wrong (like getting lost) and it was resolved. The postcard must include 10 sentences, including compound sentences, and 2 or 3 cultural references.
 - This project serves as both a writing and a speaking assessment. Students are assigned a partner and the pair is given five minutes to prepare a dialog about their postcards, which they then perform in conference with the teacher.

Proficiency Based Learning

Vive Les Vacances! Unit: Sample Assignments

Postcard Project



Proficiency Based Learning

Vive Les Vacances! Unit: Sample Assignments

- Reading Assignment:
 - [Link to Reading](#): Moins de vacances en été
- Final project:
 - “For your final project of this unit, you will demonstrate your understanding of the past tense (passé composé and imparfait) by writing a narration for a movie clip and recording it as a voice-over. You should choose a clip with good action that allows you to incorporate rich vocabulary related to this unit. Be sure to vary your verbs and subjects.”
 - [Scooby Project Link](#)
- End of Unit Survey

Wayland Public Schools

December 14, 2015 School Committee Meeting

Curriculum Spotlight #6

Organic World Language (OWL)

Organic World Language (OWL)

The OWL Methodology is...

- Focused on Community
- Empowering and Student-Centered
- Focused on Communication Skills
- Redesigned Classroom Structure

Source: <http://www.owlanguage.com>

Organic World Language (OWL)



Organic World Language (OWL)



Organic World Language (OWL)

The 5 Goals of the OWL Methodology

- To use the second language 100% of the time
- To not be afraid of a second language environment
- Take risks and break down the filter (make mistakes!)
- To be able to infer and circumlocute
- To participate & be part of a community

Source: <http://www.owlanguage.com>

Organic World Language (OWL)

Proficiency Based Learning

- Activities are entirely in the target language.
- OWL is designed to overcome students' reluctance to speak.
- Texts are not used in class, except as a reference.
- There are no translations. Grammatical concepts are only addressed when there is a need to clarify something in context.

Organic World Language (OWL)

Community

- OWL stresses the importance of creating a safe and empowering learning environment. For this reason, community building is central to its methodology, as is play and movement. In this manner, difficult tasks can become fun.
- Students' performance is impacted by their "affective filter." If students are nervous, this filter will inhibit them from communicating. They may worry that they need to say things perfectly. If they feel safe and comfortable, they will learn that it's OK to make mistakes and take risks. When they do so, they will talk more. Less worry equates with more speaking, which becomes more like play. This comes closer to how young children learn their first language.

Organic World Language (OWL)

Curriculum

- Organic world language, if strictly adhered to, steps away from a scripted curriculum. Instead, students become the driving force of instruction. Content, relevant to their experience and interests, comes from the students and teachers adapt lessons to the language they use.
- Wayland's teachers have not adopted this fully organic approach. For instance, although there is less emphasis on grammar, we still want to assure coverage of certain grammatical concepts. However, students do pick up things that are not part of the regular curriculum – which increases their language acquisition. Their vocabulary increases because of the way in which students become curious about words they want to use in conversation.

Organic World Language (OWL)

Circle Activity: Desks are pushed back and students are asked to stand or sit in a circle. Students are often paired or grouped so that they can interact, practice, and learn from and with each other. The teacher can easily get around to all the students, listen to their conversations, and follow up later.

- The circle activity has been adopted in many of Wayland's world language classrooms. It may be how a teacher starts the day. For some teachers, it might take up to 30 or 40 minutes of class time.
- The integration of kinesthetic activities is built into this approach; students are moving much of the time.
- Students may report disliking this at first. There is no place to hide. Over time, they see favorable results. They gain increased comfort speaking, connecting with each other, and finding meaning while communicating.

Organic World Language (OWL)

Circle Activity: Teachers enthusiastically report that students speak more as a result of this activity.

- One interesting anecdote told by a teacher: For the first time, students were making spelling mistakes that French students would make – reflecting the aural nature of this methodology (such as misspelling the word *des* as *de*).
- Links to video:
 - [What is Organic World Language?](#)

Wayland Public Schools

January 4, 2016 School Committee Meeting

Curriculum Spotlight #7

Technology & The World Language Classroom

Technology & The World Language Classroom

Edmondo.com (Learning Platform)

- Discussion forum
- Promotes group work
- Survey Site
- Testing Site (allowing for immediate formative feedback)
- Interfaces with Google Drive

(Available as an App)



Technology & The World Language Classroom

Google Classroom (Learning Platform)

- Keeps students organized
- Paperless classroom




Technology & The World Language Classroom

Google Docs & Forms

- Sharing of documents with students and teacher
- Allows for “Comments”
- Quiz/Survey generator
- Google Add-ons like FLUBAROO (email feedback immediately)



Flubaroo - Email Grades

 Flubaroo can email each student their grade, as well as the correct answers. Use the pull-down menu to select the question that asked students for their email address. If email addresses were not collected, then you will not be able to email grades.

Email Address Question:

Include List of Questions and Scores: ☒

Include Answer Key: ☐

Message To Include in Email (optional):

Technology & The World Language Classroom

LingtLanguage.com

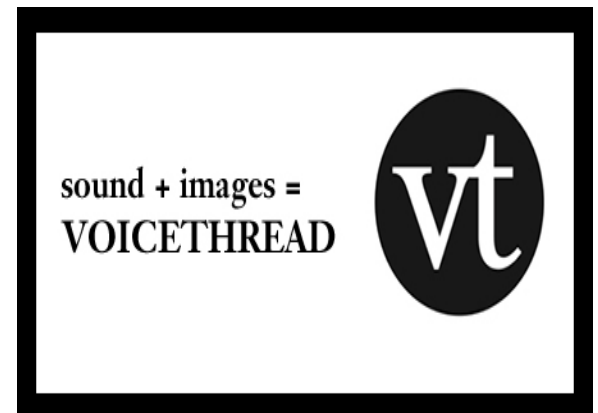
- Allows for easier communication between student and teacher
- Voice recording
- Listening practice
- Written practice
- Give feedback on embedded video
- Formative feedback via voice or writing



Technology & The World Language Classroom

VoiceThread.com

- Allows for better communication between student and all other class members
- Supports voice recording
- Allows students to orally comment on each other's recordings



Technology & The World Language Classroom

Quizlet.com

- Supports vocabulary practice.
- Vocabulary practice via flashcards and games
- Pictures

(Available as an App)



Technology & The World Language Classroom

Conjuguemos.com

- Vocabulary practice site
- Grammar practice
- Quiz generator



Technology & The World Language Classroom

Kahoot.com

- Interactive practice
- Survey generator



Technology & The World Language Classroom

Archchinese.com

- Practice writing of Chinese Characters
- Provides stroke order

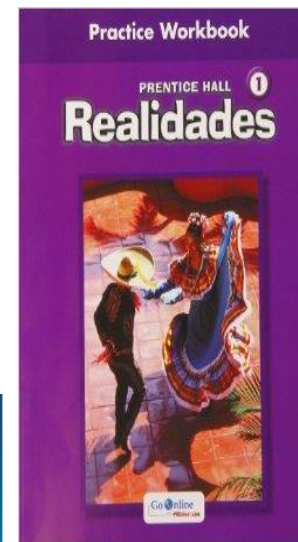
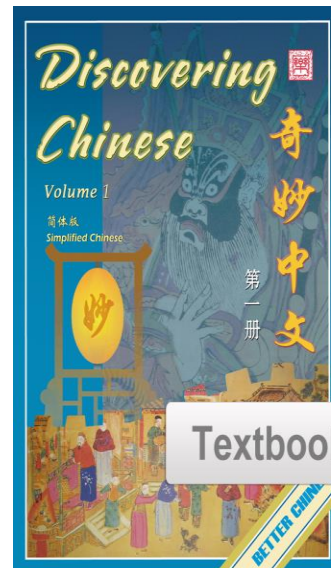
Name: _____

shū 书 - book - letter	乙	フ	マ	书	书								
dà 大 - big - huge - large	大	一	ナ	大	大								
xué 学 - learn - study - science	子	ハ	マ	マ	学	学							
cháng 长 - length - long - forever	长	ノ	二	长	长								
chéng 城 - city walls - city - town	土	一	十	十	十	城	城						

Technology & The World Language Classroom

Online Textbook components...

- Chinese - Discovering Chinese
- Spanish - Realidades
- French - Bien Dit
- Latin - Operation Lapis



Technology & The World Language Classroom

Promethean Interactive Whiteboard

Allows students to manipulate language, syntax, and morphology in a concrete way.



Technology & The World Language Classroom

Internet access

Allows students to visit places and interact with people from all over the world.



Technology & The World Language Classroom

Skype

Allows for interaction with native speakers.



Wayland Public Schools

January 19, 2016 School Committee Meeting

Curriculum Spotlight #8

Anatomy of an Elementary Music Unit

Anatomy of an Elementary Music Lesson

	National Standards for Music Education
1	Singing, alone and with others, a varied repertoire of music.
2	Performing on instruments, alone and with others, a varied repertoire of music.
3	Improvising melodies, variations, and accompaniments.
4	Composing and arranging music within specified guidelines.
5	Reading and notating music.
6	Listening to, analyzing, and describing music.
7	Evaluating music and music performances.
8	Understanding relationships between music, the other arts, and disciplines outside the arts.
9	Understanding music in relation to history and culture.

Anatomy of an Elementary Music Lesson

General Music Grades 3-5	Singing NS: 1, 8, 9	Playing NS: 2, 8, 9	Creating NS: 3, 4	Listening NS: 6, 7, 8, 9	Reading/ Notation NS: 5	Assessment NS: 7
<u>Melody/ Harmony</u>	intonation, vocal timbre, solfege singing, two-part singing, rounds, ostinatos,	3rd grade soprano recorder, play melodic patterns on Orff instruments, explore harmonic progressions	improvising melodic phrases on recorders and Orff instruments	recognize and analyze melodies	treble clef staff note names, steps/skips/ repeats	Teacher observation of solo and ensemble performance
<u>Rhythm</u>	steady beat, reinforce K-2 rhythms, sixteenth notes, dotted rhythms, whole note, whole rest, introduction to syncopation	steady beat, reinforce K-2 rhythms, sixteenth notes, dotted rhythms, whole note, whole rest, introduction to syncopation, perform rhythmic ostinatos	steady beat, improvise and compose known rhythm patterns	meter groupings: duple, triple, recognize sixteenth notes, dotted rhythms, whole note, whole rest, syncopation	meter groupings: duple, triple, sixteenth notes, dotted rhythms, whole note, whole rest, introduction to syncopation	Teacher observation of solo and ensemble performance and Written work
<u>Expressive Qualities</u>	tempo dynamics sing a variety of songs of various styles and cultural traditions	tempo dynamics timbre	tempo dynamics timbre	listen to a variety of music of various styles and cultural traditions	recognize dynamic symbols	Teacher observation and student generated reflection
<u>Form & Analysis</u>	musical phrases, Music forms (i.e. AB, ABA, Rondo), Introduction and Coda	musical phrases, Music forms (i.e. AB, ABA, Rondo), Introduction and Coda	musical phrases, Music forms (i.e. AB, ABA, Rondo), Introduction and Coda	musical phrases, identify musical genres, Music forms (i.e. AB, ABA, Rondo), Introduction and Coda	recognize music symbols (i.e. repeat/double bar line, D.S., D.C., Fine)	Teacher observation and student generated reflection

Anatomy of an Elementary Music Lesson

The Unit

- **Students learn the song *Sing About Martin*.**
- **Students learn to move a scarf to indicate the beat.**
 - The scarf gives the teacher an easy and instant way to assess individual students' skills at keeping the beat. It is not as complicated as having students use an instrument to keep a beat, as this requires additional skills beyond just keeping the beat.
- **First, individual students move the scarf to the music, showing the teacher how they can keep a beat.**
- **Second, in pairs, students are tasked with working with moving their scarfs to the beat in new and creative ways.**
 - Both before and after this activity, students reflect on their personal preferences in working alone or with someone else. Who makes the decisions? Which is more efficient? Which generates more ideas?
- **Next, students work in groups of four or five. Again, students are charged with making ever more complex and creative movements to the beat.**
 - Students further reflect on what this experience of working in a group entails. How do personalities come into play? Leadership skills? Response to frustrations?
- **This sequence progresses, going to groups of eight and finally groups of eleven or twelve.**
 - Each iteration gaining in complexity with regard to both interpersonal dynamics and collaborative problem solving. There are fits and starts, but the results can be quite impressive.

Anatomy of an Elementary Music Lesson

Goals

- **Building Musical Skills and Confidence**

- Keeping a steady beat
- Singing
- Recognizing Musical Forms (specifically, Call and Response)
- Composing (through creating movements with scarfs)

- **Social Emotional Learning**

- Music is a universal language through which students can learn to make connections with others
- Working peacefully with other people and making a connection to the study of MLK
- The pros and cons of working in a group or alone

- **Collaborative Problem Solving and Creativity**

- **Assessment**

Anatomy of

Music Lesson

- Pairs



Anatomy of

Music Lesson

■ Four



■ Five



Anatomy of

Music Lesson

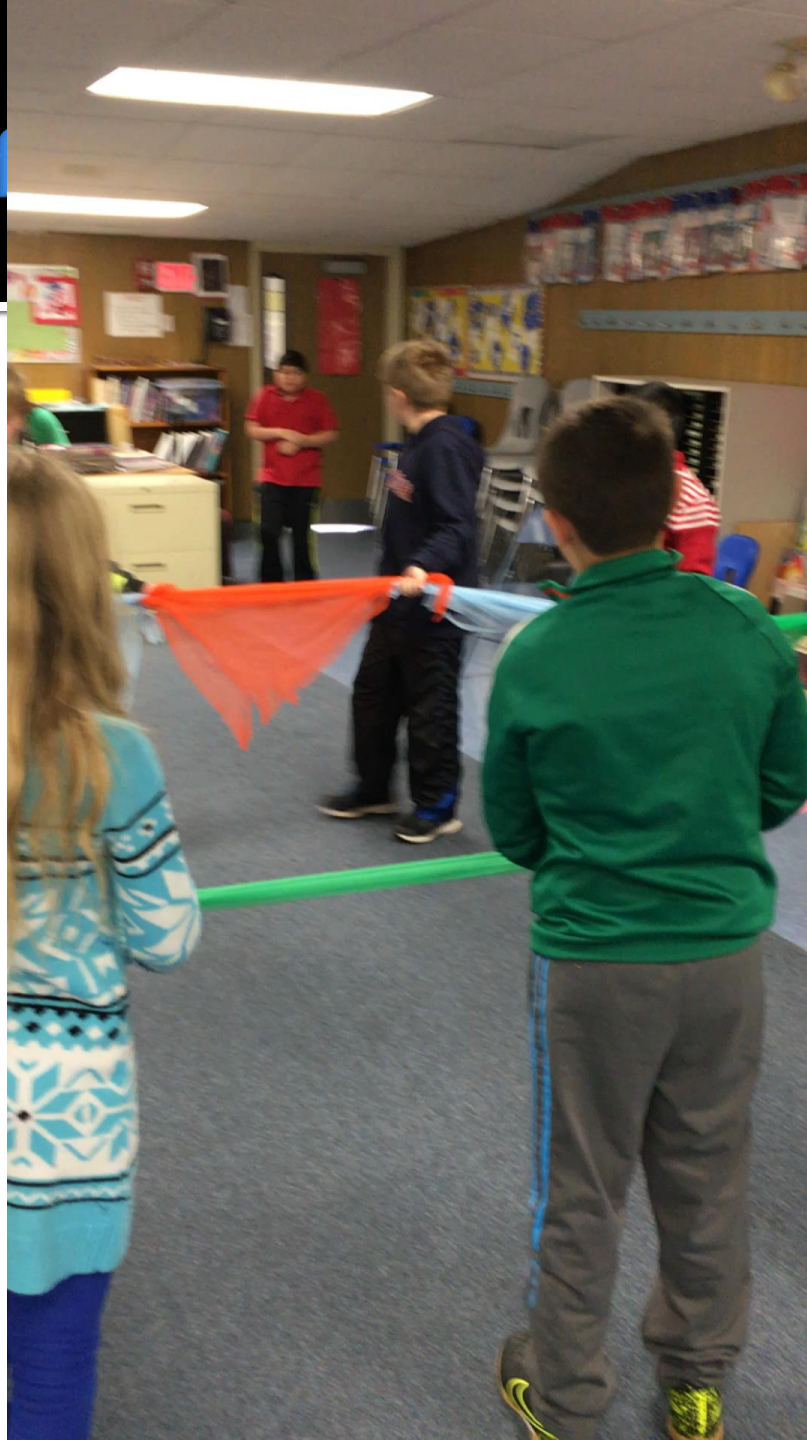
■ Eleven



Anatomy of

Music Lesson

■ Eleven



Anatomy of

on

“We did it!”



Anatomy of an Elementary Music Lesson

General Music Grades 3-5	Singing NS: 1, 8, 9	Playing NS: 2, 8, 9	Creating NS: 3, 4	Listening NS: 6, 7, 8, 9	Reading/ Notation NS: 5	Assessment NS: 7
<u>Melody/ Harmony</u>	intonation, vocal timbre, solfege singing, two-part singing, rounds, ostinatos,			recognize and analyze melodies		Teacher observation of solo and ensemble performance
<u>Rhythm</u>	steady beat, reinforce K-2 rhythms, sixteenth notes, dotted rhythms, whole note, whole rest, introduction to syncopation		steady beat, improvise and compose known rhythm patterns	meter groupings: duple, triple, recognize sixteenth notes, dotted rhythms, whole note, whole rest, syncopation		Teacher observation of solo and ensemble performance and Written work
<u>Expressive Qualities</u>	tempo dynamics sing a variety of songs of various styles and cultural traditions					Teacher observation and student generated reflection
<u>Form & Analysis</u>	musical phrases, Music forms (i.e. AB, ABA, Rondo), Introduction and Coda		musical phrases, Music forms (i.e. AB, ABA, Rondo), Introduction and Coda	musical phrases, identify musical genres, Music forms (i.e. AB, ABA, Rondo), Introduction and Coda		Teacher observation and student generated reflection