

LESSON PLAN

Teacher: Kristi Bergner
Grade: 11

Date: 4/26/12
Period: T/TH

1. Behavioral Objective:

Students will be able to summarize and explain the relevance of Stravinsky's Ballets Russes in relation to music history through recollection of material discussed in class. Students will also be able to perform a folk song and explain the relationship between folk songs and Stravinsky's Ballets Russes.

2. Required Prior Knowledge and Skills:

Students should be familiar with music history up to the early 20th century. Students should also be able to perform a folk song a cappella or self-accompanied on piano. Additionally, students should be comfortable with intermediate musical terms and compositional techniques as well as applications of said terms and methods.

3. Standards and Frameworks:

National Standards

- Singing
- Performing on Instruments
- Improvising
- Composing and arranging
- Reading and notating
- Listening to, analyzing and describing
- Evaluating music and performances
- Understanding relationships between music, the arts and disciplines
- Understanding music in relation to history and culture

State Frameworks

- Singing
- Reading and notation
- Playing Instruments
- Improvisation and composition
- Critical response
- Purposes and meaning in the arts
- Role of artists in communities
- Concepts of style, stylistic influence and stylistic change
- Inventions technologies and the arts
- Interdisciplinary connections

4. Processes:

- Creating
- Performing
- Listening

5. Assessment:

Informal assessment is made through class participation and the performance of a folk song.

6. Materials, Repertoire, Equipment needed:

White board with markers, Computer with Internet access, Keyboard/piano

7. Accommodations/Special Needs:

Gifted students may be asked to supply simple triadic accompaniment for the folk song. Students will have the option of working in pairs for the folk song if they prefer providing accompaniment to another student or singing to provide accompaniment.

8. Lesson Sequence

- a. Review of Previous Unit** **10min**
Establish historical context for the new unit.
- b. Discussion** **25min**
Introduction to the historical context for Stravinsky's rise to fame in the early 20th century. Familiarization with Ballets Russes and the relationship between the folk song and the Ballets Russes.
- c. Find/Prepare a folk song** **20min**
Time given to the students to work either individually or in pairs to find and prepare a short folk song. If working in pairs, one person should be singing and one providing accompaniment.
- d. Perform a folk song** **30min**
The students perform the folk song for their classmates.
- e. Available resources?** **5min**
Brief announcement of online resources available for the unit.

Assignments: *None*

9. Evaluation/Diagnosis/Remediation

If running short on time, students can be asked to perform only 1 verse and 1 chorus of the chosen folk song.