

Music of the Hispanic Caribbean Lesson 5 <i>Fusion, Texas style</i>	MUH6935 – Musics of the World University of Florida Andre Clark
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Teacher's Name: Andre Clark
Student Grade Level: HS, 11-12
Class Subject: Mixed Choir

Date: June 20, 2020
Class Size: 35
Lesson Length: 20 minutes

National and State Standards Addressed in this Lesson:

(Cross---referenced to your state; e.g., the Three Artistic Processes from CT)

- 2. Performing on instruments, alone and with others, a varied repertoire of music.
- 3. Improvising melodies, variations, and accompaniments.
- 6. Listening to, analyzing, and describing music. (R)
- 7. Evaluating music and music performances. (R)
- 9. Understanding music in relation to history and culture. (R)

Texas Essential Knowledge and Skills

(1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

- (A) perform appropriate literature expressively;
- (B) define musical performances, intervals, music notation, chord structure, rhythm/meter, and harmonic texture, using standard terminology; and
- (C) identify music forms of performance and listening repertoire.

(5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

- (A) classify by style and by historical period or culture representative examples of music, justifying the classifications;
- (B) identify and describe the effects of society, culture, and technology on music;
- (D) define the relationships between the content, the concepts, and the processes of the other fine arts, other subjects, and those of music.

(6) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:

- (A) evaluate musical performances by comparing them to similar or exemplary models and offering constructive suggestions for improvement; and

Mastery Objectives: Students will be able to:

- Discuss how the steel drum enhance or detract from this performance?
- Discuss which of the rhythmic patterns used earlier in the week would line up with this piece?
- Add an individual interpretation of which parts would fit over the top of the existing material.
- At the conclusion of the practice time, have students explain their perspective, then play their interpretation.

Materials:

- Audio technology to play audio examples (iPad, apps for various drums)
- Using iPads, download to each device the audio example of Bob Schneider performance clip.

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Procedures:

Anticipatory Set:

- Navigate to [<http://andreclark.com/eportfolio/muh6935>], click on Lesson Plan 5, which shows the list of mastery objectives and all materials hosted on an accessible webpage. Display on the classroom screen.
- Watch the linked Bob Schneider performance clip, called Cheaper, on my YouTube channel, to the above listed page. As class starts, student should identify rhythmic traits from this example.
- Show the clip once more as class starts, and blog posts are done.

Instructional Strategies

- As class starts, have students listen to a Bob Schneider performance clip, called Cheaper, on my YouTube channel.
 - CLASS QUESTION: Which instrument does not fit? Why or why not? Reflect in a blog post.
- Show the clip once more as class starts, and blog posts are done.
 - Ask: How does the steel drum enhance or detract from this performance?
 - Ask: Which of the rhythmic patterns used earlier in the week would line up with this piece?
- Divide students into strong groups of four, spreading out any weaker students. Using materials from earlier in the week, have students add their interpretation of other instrument parts that would fit over the top of the existing material. At the conclusion of the practice time, have students explain their perspective, then play their interpretation. Use drum apps or GarageBand for instruments to add to the work.

Closure:

- Ask other students to evaluate the group's fusion attempt. Using the UIL Concert rubric and evaluation sheet, write out a response and give a UIL based grade on the performance.

Assessment:

- Teacher: Aural observation of student rhythm accuracy on piece.
- Students: Evaluate the group's fusion attempt by using the UIL Concert rubric and evaluation sheet to write out a response and give a UIL based grade on the performance.

Provisions for Students with Special Needs:

- Movement disabilities: no provisions needed
- ELL: no provisions needed