

## Lesson Plan

<b>Teacher Education Student</b>	XX	<b>School</b>	XX
<b>Lesson Duration</b>	53 min	<b>Year</b>	10
<b>Curriculum Area</b>	Music	<b>Topic</b>	Cover Song
		<b>Date</b>	01.11.17

**Lesson Title/Focus: Listening Task/Composition – “Hallelujah – Jeff Buckley” and Leonard Cohen**

### Syllabus Outcomes

- 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.6 uses different forms of technology in the composition process
- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8 demonstrates an understanding of musical concepts through aural identification discrimination, memorisation and notation in the music selected for study
- 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology and the interpretation and analysis of scores used in the music selected for study
- 5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

### Lesson Intentions (at the end of this lesson students will...knowledge, skills, attitudes, understandings)

- at the end of the lesson students will have the knowledge, skills, attitudes and understandings of composing music using a given set of chords
- at the end of the lesson students will gain the knowledge, skills, attitudes and understandings of learning how to compose a 6-8 bar composition using given chords

### Assumed Knowledge (i.e. topic, conceptual understandings, language, structures and features, literacy, numeracy and ICT skills previous outcomes)

- students have basic knowledge of how to read chords
- students can distinguish between chord progressions and learn to count bars
- students are able to use COM (concepts of music) to describe songs and expand upon certain features within the songs

### Differentiation

- Differentiate the content: Using simple chords allows to cater for the students who are not as strong in composing for complicated songs
- Differentiate the lesson: Explaining the songs and also the chord progression means that students who are perhaps stronger in chords are able to further develop their sense of composing by being able to compose music based on the chords but use additional chords if wanted

<b>Focus For:</b>	<b>Literacy:</b> Chord recognition, chord analysis	<b>Numeracy:</b> being able to count bars to fit the composition, learning how to compose using the right amount of note values in each bar	<b>ICT:</b> Keyboards learning to compose 6-8 bar composition.
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**Resources**

Laptop, workbooks, manuscript, keyboards, guitar, projector, usb  
Recording of Jeff Buckley and Leonard Cohen - Hallelujah

**Lesson Sequence**

<b>Time</b>	<b>What the teacher does and says</b>	<b>What students do and say</b>	<b>Assessment and Feedback strategies</b>
Introduction	<ul style="list-style-type: none"> <li>- TES will be marking the roll</li> <li>- TES will then recap on the previous lesson of cover songs, touch base on the COM that were covered and try to expand on this with the students before moving on with the lesson</li> <li>- TES will introduce to the students what will be covered in class explaining what will be involved</li> </ul>	<ul style="list-style-type: none"> <li>- Respond with 'Here' or 'Sir'</li> <li>- Discuss and listen to TES</li> </ul>	Formative Assessment: Being able to find out if the students had remembered anything from previous lessons
Body	<ul style="list-style-type: none"> <li>- TES will look at 'Hallelujah' – Leonard Cohen: <a href="https://www.youtube.com/watch?v=YrLk4vdY28Q">https://www.youtube.com/watch?v=YrLk4vdY28Q</a> TES will talk about DURATION and PITCH in regard to the song, explaining certain features of the song e.g. Phrasing, Tonality of the song, Climax of the piece? (Where does it occur? Why?), What is the style of the song? Lyrical, cantabile, angular, trills, slides etc...</li> <li>- TES will then look at 'Hallelujah' – Jeff Buckley: <a href="https://www.youtube.com/watch?v=2YjbJTS5C_I">https://www.youtube.com/watch?v=2YjbJTS5C_I</a> TES will talk about 'SAME AS ABOVE'</li> <li>- TES will then look at 'Hallelujah' – Pentatonix: <a href="https://www.youtube.com/watch?v=haFHrfmfHbc">https://www.youtube.com/watch?v=haFHrfmfHbc</a> TES will talk about 'SAME AS ABOVE'</li> <li>-After the listening task TES will then get the students to then go and compose their own 6-8bar composition of the own version of Hallelujah creating their own version of it either on Keyboard or on Guitar. TES will hand out the chord progression sheet out to the students who will then use this as their guiding chords to create their own composition.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and Discuss or ask questions if needed</li> <li>- Go to keyboard room or grab guitar and start to compose their own 6-8 bar composition</li> </ul>	
Conclusion	<ul style="list-style-type: none"> <li>- Towards the end of the lesson TES will ask the student to come back to the room, if time permits get the students to perform some of their compositions. If there is not enough time TES will quickly go over what was covered in class and perhaps ask the students to perform their compositions in the following lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Sit down and listen or discuss recap of the lesson</li> </ul>	