**MUSIC 30**

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Week 1** | **Hook**  “Hook” students by playing great examples of music in film, and documentary.  **Whole Group discussion** about features of dramatic music. Students will write a reflection on how music can affect emotion. **Formative** **Assessment:** Reflection | **Learning activity: Inquiry**  Using all available resources, discover recordings of dramatic music in film and other media. Students will be asked to send teacher one selection from their research. **Assessment:** Summative, submitted recording. | **Guest Speaker:** A neuroscientist specializing in music will be brought in to discuss how music affects the brain, and emotions. **Assessment:** With their understanding of music and emotion, students will be asked to find a piece of music relating to a specific emotion and submit to teacher. | **Small group activity:** Students will meet in small groups and share with each other their recordings from film, documentary, or dramatic music. **Formative Assessment:** By group students will submit top 3 selected pieces shared in groups, with a group rationale for the pieces of music. | **Instruction:** experiential/direct instruction. Class will listen to all selected recordings of dramatic music from film or documentary. Students will then be shown an example digital documentary relating to FNMI issues, *We Were Children* and will investigate the music used in the film and the emotional intent. **Summative** **Assessment:** Students will be asked to write a critical analysis on the music used in the film, and the emotions it caters to. (Due following Monday) |
| **Week 2** | **Learning Activity: Inquiry** Students will explore music composition software individually to create film and documentary scores.  **Formative Assessment:** teacher will help facilitate inquiry into software. | **Activity: Experiential**  Students will be given a task to create a short piece of music, using the composition software explored previously. **Formative Assessment:** Teacher will facilitate and observe/help. | **Presentation** As a class, students will listen to compositions, and then meet in small groups for peer review/constructive criticism. **Formative Assessment**: Teacher will facilitate and observe/help. | **Peer to peer feedback**  Students will be asked to edit, and draft a new version of their compositions based on aesthetic reflections of classmates. **Formative assessment:** Teacher will facilitate and observe/help. | **Presentation:** An expert from the community will come in to give a presentation to students about the compositional process, tools, and approaches. Students will be able to ask specific questions related to their compositions. **Assessment:** students will fill out an exit slip with the question: did this presentation help your understanding of composition? |
| **Week 3** | **Presentation:** Music therapy specialist will be brought in to discuss their work, and how music positively affects mental health and wellness. **Assessment:** students will be asked to submit an exit slip responding to the question-how can music positivley affect health and wellness? | **Peer to peer learning**: Students will form peer review groups, and listen and respond to each others compositions to provide feedback. **Assessment:** teacher will facilitate and observe/help. | **Work period:** Students will have a work period to continue to work on compositions. **Formative assessment:** Teacher will facilitate and help/observe. | **Learning from professionals**  Skilled Professionals will be brought in once again to help students in the drafting process of their compositions, and to provide critical feedback in the final editing stage. | Students will work on their individual compositions and finalize their work. Teacher will be assess student work formatively by listening and observing and providing verbal feedback. **Summative assessment:** Final draft of composition will be due on following Monday. |
| **Week 4** | **Final presentation**/sharing of finished compositions. Students will be asked to write “program notes” to hand in with their composition. Program notes should provide aesthetic ideas expressed in the composition, and the expressive intent with regards to emotion. **Summative Assessment** of final presentation | **Inquiry:** Students will explore recording technology, techniques, and practices in preparation for recording narrative for the Digital Doc. | **Work Period for Digital Documentary** Teacher to formatively assess. | **Work Period for Digital Documentary** Teacher to formatively assess. | **Digital Documentary & Awareness Campaign**  **Whole school assembly**  School assembly for awareness campaign with whole school, parents, community members and experts invited to speak  Students present their digital documentary on mental health in adolescents: Understanding (Biology & CALM), awareness (Social Studies)  and coping (PE) |