



Differentiated Instruction Sample Music Lesson

Student Success/Learning to 18 Implementation, Training
& Evaluation Branch

Differentiated Instruction

Music – Rhythm Activities
and Research Project Choice Board

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Teacher Inquiry

- How can I use the principles of Differentiated Instruction to engage students who fit on a wide continuum of knowledge and skills in music?
- What learning experiences will ensure equity of outcome for all students?

Introduction – Why Music?

- Music is everywhere.
- It is hard to escape music as it can be heard in the world around us: in operating theatres (for heart transplants and childbirth), dentists' offices, restaurants and cafes; as background tracks to film, TV, and radio; in shopping malls; at sports events; in our cars; on the web; and literally everywhere for those tuned in to portable CDs, DVDs, and tape recorders.
- The media uses music to persuade the public, in particular the teenage crowd, to obtain a product or lifestyle.

DI Component: Knowledge of Students - Interests

Music maximizes brain development

- Music improves the students brain. According to Canada's McMaster University, learning to play an instrument develops the reasoning and spatial centers in the brain. Music also maximizes brain development in the areas related to language and social skills. Children develop the mental capacity to learn an instrument by age 4!

DI Component: Knowledge of Students

What are students expected to learn?



Context for Project

- I taught the following rhythm activities for two semesters to seven grade 7 classes and eleven grade 8 classes.
- Since I had many opportunities to try the activities I made numerous changes to the learning activities.

DI Component: Evidence Base – Assessment for Learning (Data to drive instruction)

Context for Project

- The students were engaged while performing each of the activities, as each activity was geared towards all different levels and abilities in music.
- There were a variety of activities therefore the students were keen and interested to participate.
- The students enjoyed the activities and were therefore successful when they performed them.

DI Components: Knowledge of Students – Readiness; Appropriate Challenge

How will I know students are learning?

Fundamental Concepts

- **The Ontario Curriculum, Grades 1-8: The Arts, 2009 (revised)**
- In Grade 7 & 8, students will build on their knowledge of the elements of music and related musical concepts that were introduced in Grades 1 to 6. Students will develop understanding of musical concepts through participation in musical experiences that involve listening, moving, creating, and performing (vocal and/or instrumental music).

Curriculum Expectations

- **C1. Creating and Performing:** apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music;
- **C1.2** apply the elements of music when singing and/or playing, composing, and arranging music, using them for specific effects and clear purposes.
- **C1.5** demonstrate an understanding of standard and other musical notation through performance and composition.

Catholic Graduate Expectations

- This series of learning experiences in Music promotes the following Catholic Graduate Expectations:
- CGE 2: **An effective communicator** who speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values.
- CGE 3: **A reflective, creative and holistic thinker** who solves problems and makes responsible decisions with an informed moral conscience for the common good.
- CGE 4: **A self-directed, responsible, life-long learner** who develops and demonstrates their God-given potential.
- CGE 5: **A collaborative contributor** who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.



Assessment Overview

- Assessment **for** learning (diagnostic): to determine students' prior knowledge
- Assessment **for** and **as** learning during the unit learning experiences were altered as needed to meet the needs of students.
- Assessment **of** learning: to determine the level to which the students demonstrated each concept.

DI Component: Evidence Based – Assessment **for, as, of** Learning

Assessment **for** Learning

1. Reviewed students' note value and time signature graphic organizer and gave feedback.
2. Assessed the students' handouts and gave feedback.
3. Observed their understanding of the work through their participation and completion of songs, while watching individuals when they clapped or physically participated.

Learning Skills

These learning experiences provided excellent opportunities to monitor and assess learning skills

- Independent Work
 - Accepts responsibility for completing tasks on time and with care
- Class Participation
 - Actively participates in discussions and classroom activities
- Initiative
 - Observes, explores, investigates and generates questions from inquiry activities
- Goal Setting
 - Identifies strengths and areas for improvement in own work; accepts feedback from others
- Cooperation with Others
 - Respects the rights and opinions of others
 - Assumes responsibility of fair share of work during group work
- Conflict Resolution
 - Uses a variety of strategies to resolve conflicts

Student Work Student Reflection

- The students enjoyed the activities and completed them as well.
- There were numerous choices for the activities and each student learned and felt successful once the activity was completed.

DI Component: Appropriate Challenge

How I will help students learn?

Learning Sequence 1: Activation

- In order to introduce note values, rhythm and time signatures, students were given symbols to represent the length of the notes.

☺=4

‡=2

☆= 1

■=1/2

DI Component: Powerful Instructional Strategies – Three Part Lesson Structure



Learning Sequence 1: Activation

- Students decided on an action to correspond to the note length. Once the action had been established, the teacher held up a card and the class performed the action for the indicated number of beats (the metronome was constantly beating to hold the note for a consistent amount of time).

DI Component: Powerful Instructional Strategies – Choice

Action: Rhythm Rap

- In groups and with the handout “Rhythm Rap – Performance” (Appendix 1) or Rhythm Rap – Written” (Appendix 2), the students chose one of the following activities...

DI Components: Learning Community – Flexible Groupings
Powerful Instructional Strategies – Choice
Knowledge of Students – Interests, Readiness

Action: Rhythm Rap – Performance

Learning Activity #1a

- With the symbols written on flash cards provided create an action to represent each symbol. Make up a “song (dance)” with the symbols and actions.
- Students will use at least 12 symbols then perform it for the class.

Action: Rhythm Rap – Written

Learning Activity #1b

- Organize the flashcard symbols into a “Rhythm Rap – Written.”
- Write rhythm on the graphic score given. Make sure that each line only has four beats per line.
- An extension could be to clap the time value of the symbols as a small group, at their seats or as a class.

DI Components: Knowledge of Students – Readiness
Appropriate Challenge

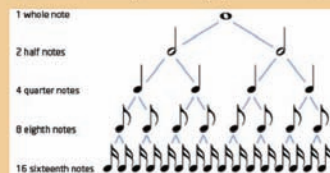
Consolidation and Connections: Traditional Note Values

- Note values and time signature (4/4) were defined by making connections to the Rhythm Rap activities. Students were given a choice of a number of graphic organizers to learn note values.

DI Components: Essential Understandings
Powerful Instructional Strategies – Three Part Lesson Structure

Choice of Graphic Organizers

- There are two organizers to explain note value and time signature.
- This is one sample. There are two others in the electronic handouts. (See Appendices 3 and 4)



DI Components: Powerful Instructional Strategies - Choice



Learning Sequence 2: Activation Traditional Note Values

- Traditional note values were introduced and used to complete the following exercises.

Learning Activity #2

- With the note values printed on flashcards, students practiced clapping each note as the teacher held up the flash card at the front of the class, while the metronome kept time.

Activation: Traditional Note Values

Learning Activity #3

- When the students understood single notes, the teacher displayed a rhythm on the board and asked the class to clap the full rhythm.
- The teacher split the class in half and had a competition as to which side of the class could correctly complete it.

Action: Traditional Note Values

- Groups selected either learning activity 4a, 4c or 4c.

Learning Activity #4a

- The flashcards were arranged in a rhythm at the front and a group clapped the proper time values (with the metronome beating).
- Then, the class clapped their rhythm.

DI Components: Powerful Instructional Strategies – Choice
Appropriate Challenge - Readiness

Action: Traditional Note Values

Learning Activity #4b

- Students organized the flashcards into a rhythm and wrote it on the handout “Note Value Rhythm.” (See Appendix 5 or 6)
- Students were directed to put 4 beats into each box.

DI Components: Powerful Instructional Strategies – Choice
Appropriate Challenge - Readiness

Action: Traditional Note Values

Learning Activity #4c

- Students with greater background knowledge made a composition directly on staff paper “Note Value Rhythm”. (See Appendix 7)
- The length could be determined by the students’ prior knowledge and background.

DI Components: Powerful Instructional Strategies – Choice
Appropriate Challenge - Readiness

Consolidation and Connections

Learning Activity 5

- The teacher played a listening selection (e.g. “Mama Mia” by ABBA)
- The teacher demonstrated each note value and how it appeared in a song.
- The students followed the teacher as she differentiated each of the different note values - whole notes, half notes, quarter notes and eighth notes.
- Students made connections to their experiences from Learning Activities 2, 3 and 4.

DI Components: Essential Understandings
Powerful instructional Strategies – Three Part Lesson Structure
Evidence Based – Assessment for Learning



Assessment of Learning 1

- Students played the gaming system "Rock Band" to help further demonstrate and understand rhythm and where the beat falls within a piece of music.
- As the colour blocks appeared on the screen the students were able to see and physically feel the rhythm and hit the beat, whether it was with the drum, guitar or even with their voice.

DI Components: Knowledge of Students - Interests
Evidence Based - Culminating Task

Photo Gallery



Photo Gallery



Photo Gallery

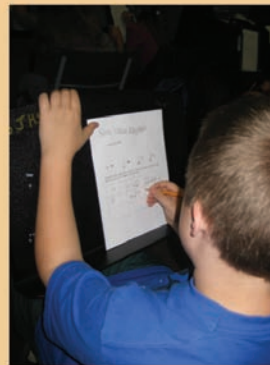


Photo Gallery





Activation: Extension of Note Values, Rhythm and Time Signature

- The next step was to transfer the knowledge about rhythm to the piano in the keyboard lab.
- The students learned the names of the notes and where the home for each note was on the keyboard.
- The students became familiar with the keyboard by practising a couple of simple pieces such as Rain, Rain Go Away, Row Row Row Your Boat and Ode to Joy.

DI Component: Essential Understandings

Action: Keyboard Lab

Learning Activity #6a

- Students were given a handout and composed a rhythm, as well as melody in one specific octave on the keyboard.

Learning Activity #6b

- Students with greater background knowledge were given a full length staff paper and composed a song. They could compose a song that included the right and left hand OR a longer song in the treble clef with more bars of music.

- Feedback was given to students.

DI Components: Powerful Instructional Strategies – Choice
Appropriate Challenge - Readiness
Assessment for Learning – Specific, Descriptive Feedback

Assessment of Learning 2

- Each year I give my grade 7 and 8 students a project to research.
- When I was introduced to DI I tweaked the project to include many different learning styles.
- Included in the handouts is a choice board that could be used. (See Appendices 8-13)

DI Components: Appropriate Challenge - Choice
Knowledge of Students – Learning Profiles, Interests

Research Option #1

Visual Spatial

- Individually or with a partner design a poster and use both words and images to answer the questions on the job card.

Grade 7:
See Appendices 8, 9, 10

Grade 8:
See Appendices 11, 12, 13

Research Option #2

Verbal Linguistic

- Individually or with a partner prepare an oral presentation to answer the questions on the job card.
- OR
- Design a "baseball card " that displays the answers to the questions on the job card.

Grade 7:
See Appendices 8, 9, 10

Grade 8:
See Appendices 11, 12, 13

Research Option #3










Bodily Kinesthetic

- With a partner create an interview that answers the questions on the worksheet.

Grade 7:
See Appendices 8, 9, 10

Grade 8:
See Appendices 11, 12, 13



Name	Note	Rest
Whole Note		
Half Note		
Quarter Note		
Eighth Note		
Sixteenth Note		

Notes to Teachers

- The important part of this unit is to have all of the materials prepared and organized ahead of time. Prepare the graphic organizers – filled in and blank, prepare the flash cards with the shapes and with the music symbols, prepare all of the handouts etc.. We were extremely blessed to have access to a gaming system with the game Rock Band. The students thoroughly enjoyed applying the concepts they learned to a “real life” scenario. Our school has a class set of keyboards so the students had access to learning note names and notes on an instrument as well. Even students with absolutely no musical training were able to benefit from these experiences.

Additional Web Resources

- See Appendix 14



Rhythm Rap – Performance

Names of Group Members:

1. _____ 2. _____

3. _____ 4. _____

Part A: On the line, after the time value, write in your action for the symbol.

☺ = 4 _____ ✚ = 2 _____

☆ = 1 _____ ■ = 1/2 _____

Part B: Write a rhythm rap and organize the symbols below, then perform it.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.



Rhythm Rap – Written

Names of Group Members:

1. _____ 2. _____

3. _____ 4. _____

$$\text{☺} = 4$$

$$\text{✚} = 2$$

$$\text{☆} = 1$$

$$\text{■} = 1/2$$

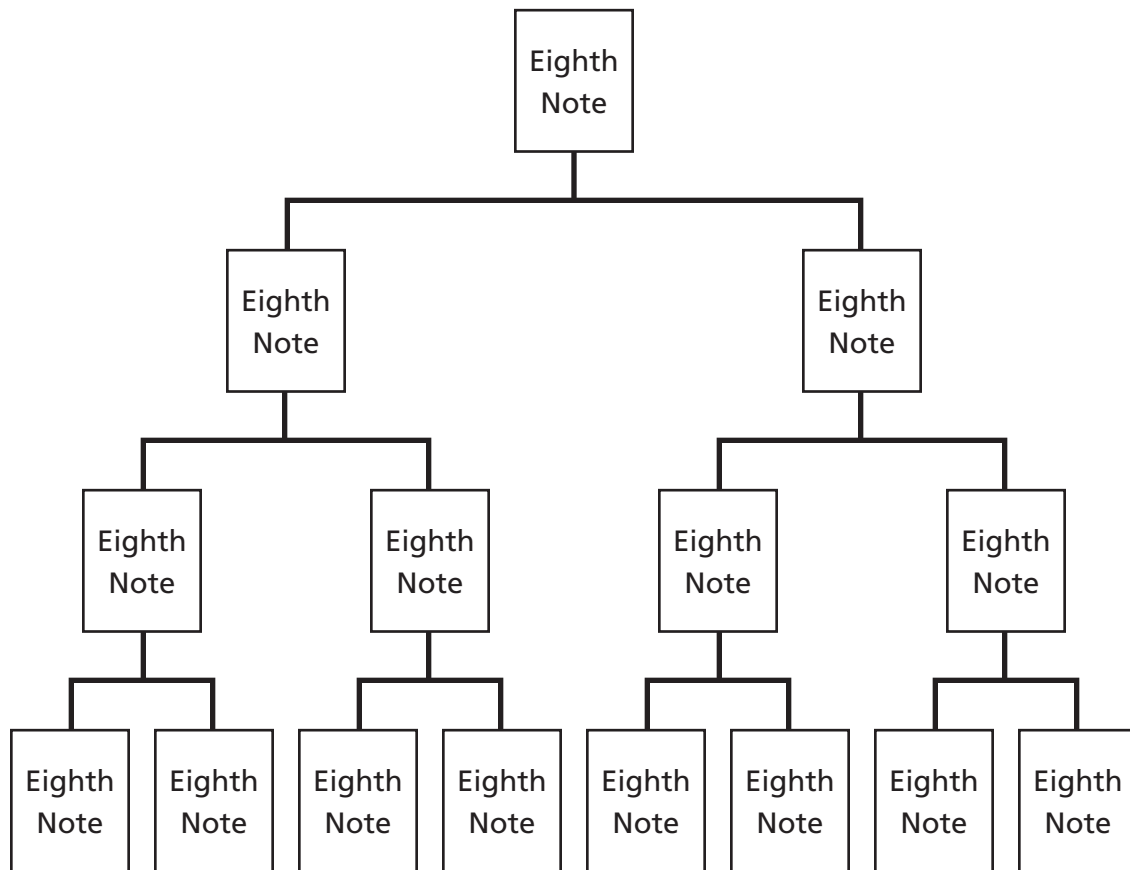
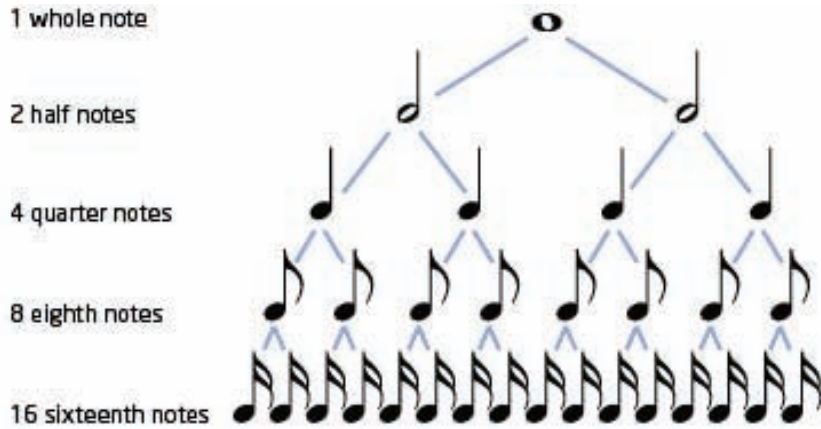
Write a rhythm rap using the symbols. Each line must add up to four.

4
4
4
4



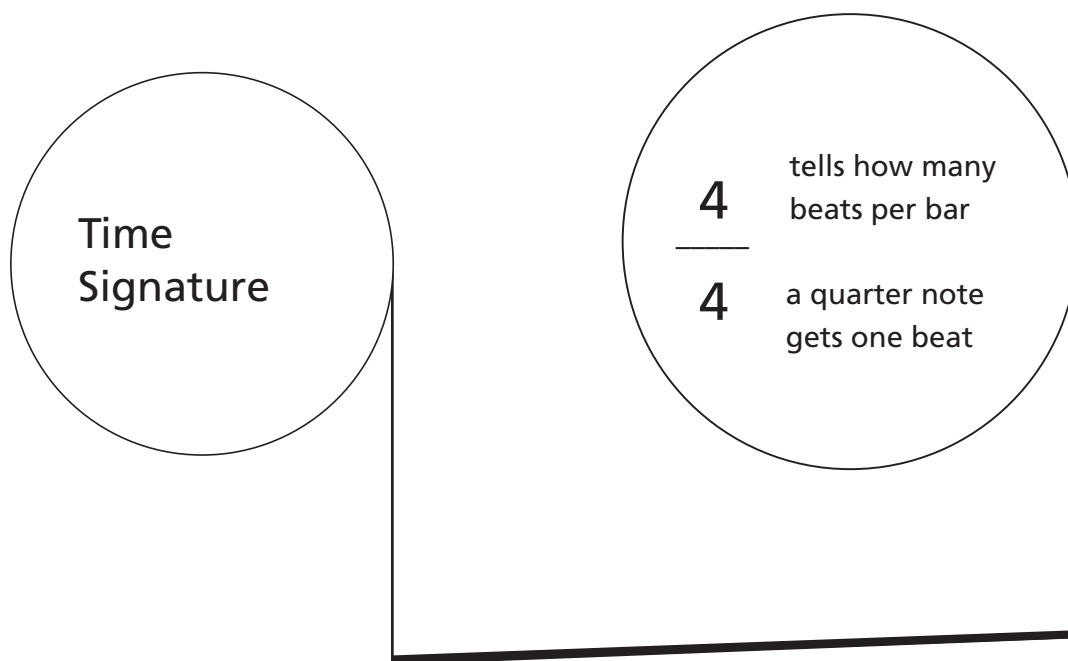
Graphic Organizers

Note Values






Time Signature Graphic Organizer






Note Value and Rhythm


Name: _____



4 beats



2 beats




1 beat




1/2 beat

Optional choices to include:



3 beats



1 1/2 beats

Organize the notes into a rhythm and write the notes into the boxes. Make sure to put 4 **beats** into each box. Use the whole note and rest (4 beats only once).



Note Value and Rhythm

Name: _____

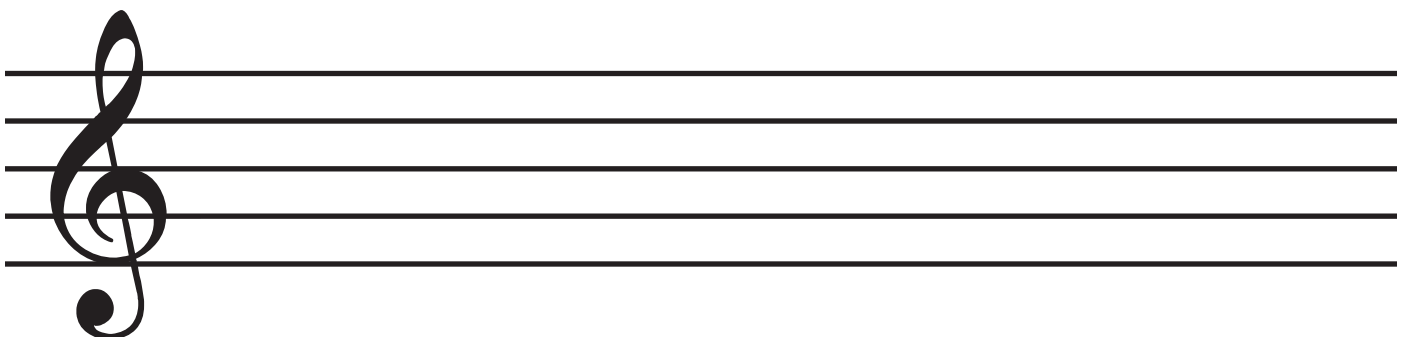
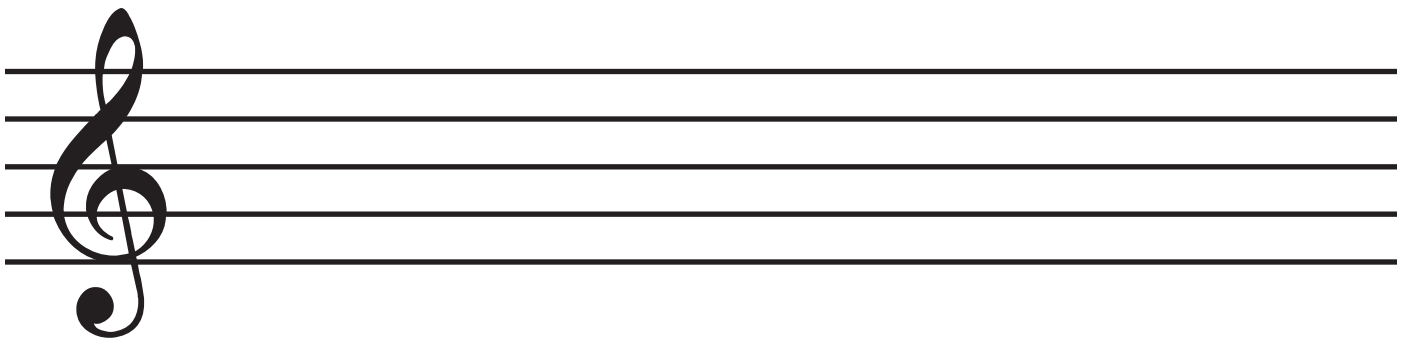
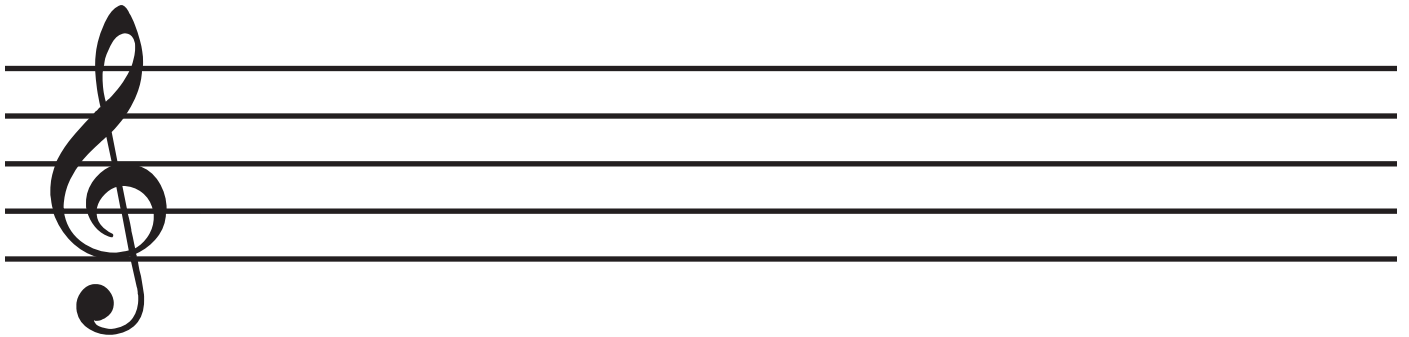
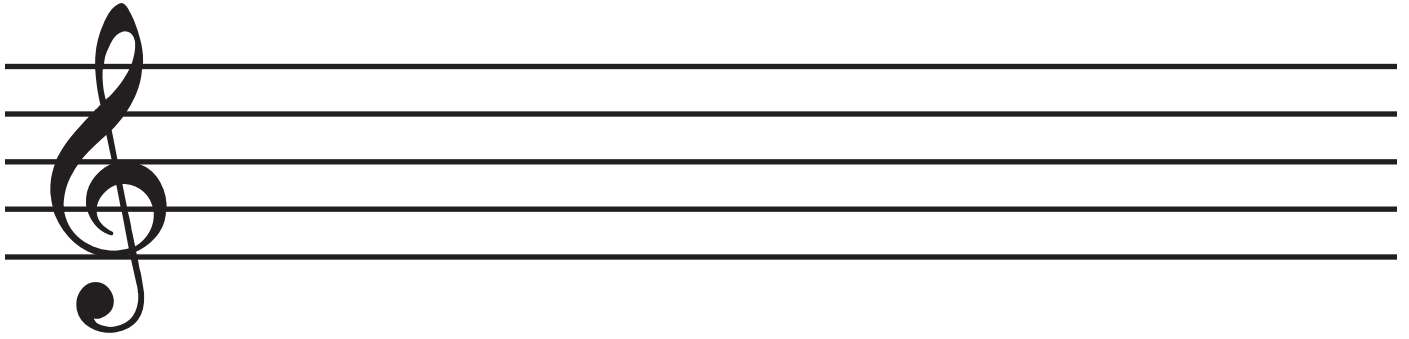
WHOLE REST	HALF REST	QUARTER REST	EIGHTH REST
			
			
WHOLE NOTE	HALF NOTE	QUARTER NOTE	EIGHTH NOTE

Organize the notes into a rhythm. Write the notes into the boxes. Make sure to put 4 **beats** into each box.



Note Value and Rhythm

Name: _____





Grade 7 Musical Instrument Research Assignment

Research Option #1 – Visual Spatial

- Individually or with a partner design a poster and use both words and images to answer the questions on the job card.

Research Option #2 – Verbal Linguistic

- Individually or with a partner prepare an oral presentation to answer the questions on the job card.
- OR
- Design a “baseball card ” that displays the answers to the questions on the job card.

Research Option #3 – Bodily Kinesthetic

- With a partner create an interview that answers the questions on the job card.



Musical Instrument Research Assignment

You are about to research a musical instrument. You can present your information through choosing option 1, 2a, 2b or 3. You need to take on the following jobs to complete the assignment.

Job 1

Decide which option you will choose to present your information.

Job 2

Research a topic fully by reading through books, magazine and/or newspaper articles or Internet sources. Create a bibliography and keep a record of your research.

Job 3

Answer the following questions.

- Name the instrument.
- List its close family members.
- When and where was it invented?
- How are its sounds created?
- Was there any changes in it size, and material used over the years?
- What type of ensemble (orchestra, jazz, chamber etc) would you find this instrument in?
- Name 2 professional musicians who play this instrument.
- Name two songs that best display the instrument.
- Include a Bibliography



Possible Choices

- Accordion
- Baritone/euphonium
- Bassoon
- Cello
- Cornet/Flugel horn
- Cymbals
- Double Bass
- Flute
- Gamelan
- Guitar – Classical
- Harmonica
- Harpsichord
- Lyre
- Oboe
- Piano
- Recorder
- Sitar
- Sousaphone
- Synthesizer/electronic keyboard
- Timpani
- Trumpet
- Ukelele/Banjo
- Viola
- Xylophone/glockenspiel
- Bagpipe
- Bass drum
- Castanets
- Clarinet
- Congos/bongos/djembe
- Didgeridoo
- English Horn
- French horn
- Guitar – Acoustic
- Guitar - Electric
- Harp
- Lute
- Marimba
- Organ
- Piccolo
- Saxophone
- Snare drum/side drum
- Steel Drums
- Tambourine
- Trombone
- Tuba
- Viol
- Violin
- Zither



Grade 8 Musical Artist Research Assignment

Research Option #1 – Visual Spatial

- Individually or with a partner design a poster and use both words and images to answer the questions on the job card.

Research Option #2 – Verbal Linguistic

- Individually or with a partner prepare an oral presentation to answer the questions on the job card.

OR

- Design a “baseball card ” that displays the answers to the questions on the job card.

Research Option #3 – Bodily Kinesthetic

- With a partner create an interview that answers the questions on the job card.



Musical Artist Research Assignment

You are about to research a musical artist of your choice. You can present your information through choosing option 1, 2a, 2b or 3. You need to take on the following jobs to complete the assignment.

Job 1

Decide which option you will choose to present your information.

Job 2

Research a topic fully by reading through books, magazine and/or newspaper articles or Internet sources. Create a bibliography and keep a record of your research.

Job 3

Answer the following questions.

- What is the name of the artist?
- What is the style of music played?
- What is the instrument played?
- Write a clear and complete mini-biography of the artist. Include details such as: Date and place of birth, where they live now. How did they learn to play music? What events in their lives influenced their music? Who did they have an impact on during the span of their careers? Etc.
- Write a personal reflection on an appropriate song of the chosen artist and why you like the song (include details such as rhythm, melody, lyrics and explain why)?
- Why did you choose this group?
- Include your bibliography



Musical Time Travel Project: List of Possible Topics

- Earliest jazz music Dixieland of New Orleans: Louis Armstrong, Bessie Smith
- Jazz music in Harlem in the 1930s: Billie Holliday
- Big Bands of the 1940s: Benny Goodman, Glenn Miller
- Early African-American rock'n roll in the 1950's: Chuck Berry, Little Richard
- Early non-African-American rock'n roll in the 1950's: Elvis Presley, Buddy Holly
- Motown music in Detroit 1950-1970's: The Jackson 5, The Supremes
- Psychedelic rock of the late 1960's: Jimmi Hendrix, Jefferson Airplane, The Doors, The Who
- British Invasion in the 1960's: Beatles, Rolling Stones, The Animals
- Folk music of the 1960's: Bob Dylan, Crosby Stills Nash & Young
- Flower Power music from San Francisco: the Mamas and the Papas, The Byrds
- Surfer rock of the 1960's: Beach Boys, Jan & Dean
- Women who changed the 1960's: Marianne Faithful, Janis Joplin, Joni Mitchell
- Soul Originals of the late 1960-1970's: Aretha Franklin, James Brown
- Disco Music of the 1970's: ABBA, The Bee-Gee's, Barry White
- Punk music of the 1970's: The Ramones, Sex Pistols
- Funk music of the 1970's: Sly & the Family Stone, Earth Wind & Fire
- Feel-good rock of the 1970's: Boston, the Eagles, Fleetwood Mac
- Reggae music from Jamaica in the 1970's: Bob Marley, Jimmy Cliff
- Raggae-influenced music from Britain: The Clash, The Police
- Heavy metal origins in early 1970's England: Led Zeppelin, Black Sabbath
- Show rock of the 1970's onward: Alice Cooper, KISS
- Glam rock of the late 1970's-1980's: early Bon Jovi, Van Halen, Poison
- Rock music as theatre style: David Bowie, Queen, Pink Floyd
- New Wave pop of the 1980's: Duran Duran, Culture Club, Wham!, Devo, New Order
- Origins of rap in the 1980's: LL Cool J, Ice-T, Beastie Boys, Run DMC
- Musicians for Social Justice: Bob Geldof, Bono & U2, Lenny Kravitz
- Blues Guitarists who rock: Eric Clapton, Stevie Ray Vaughan
- Rave music in England in the early 1990's: the Prodigy, Chemical Brothers
- Grunge Rock in Seattle in the 1990's: Nirvana, Pearl Jam, Hole
- Latin-influenced rock musicians: Carlos Santana, Richie Valens
- Canada rocks: BTO, The Who, Tragically Hip

Get approval from you teacher if you have another artist you would like to research.



Mrs. Hay's Rockin' Web Search

The following are a couple of reliable sources.

1. 20th Century Music Library
www.wvc.edu/Library/Research/music/RBMusic20thCentury.html
2. Rock and Roll Hall of Fame
www.rockhall.com
3. Jazz Music
www.redhotjazz.com
4. Folk Music
www.folkmusichistory.com
5. Country Music
www.countrymusichalloffame.com/site/