

**CODE/MOE/UOIT Makerspaces Project**

**Lesson Plan: Grade 2 Music: Dash & Dot Xylophone**

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| **Lesson Objectives:**  **Four Key Concepts in Music Education: Developing Creativity, Communication, Understanding Culture, Making Connections**  **The Arts Curriculum Expectations:**  **Overall: C1. Creating and Performing: apply the creative process (see pages 19–22) to create and perform music for a variety of purposes, using the elements and techniques of music;**  **Specific: C1.3 create simple compositions for a specific purpose and a familiar audience (e.g., create accompaniments for songs, stories, or poems; create a simple song using the notes “mi”, “so”, and “la”, or the notes of a pentatonic scale)** | |
| **Learning Goals:**  “We are learning to create/compose our own music using Dash and Dot Xylophone” | **Success Criteria:**  “We will be successful we have composed our own song, or can repeat a known song using the Dash and Dot Robots.” |
| **Lesson Overview:**  Students will use the Dash and Dot robots to compose their own song using Dash’s Xylophone. They will need to create a song that uses “ta” and “ti-ti” notes. | |
| **Materials and Technology:**  Dash Robot  Xylophone add on  Xylophone app on iPad  Ipad | |
| **Student Accommodations/Modifications:**  If accommodations or modifications are required:   * students can recreate a song they already know * Students can research the score for a known song and program it into Dash * Students can work collaboratively if having difficulty. * Students can plan their song using boomwhackers or other materials before coding it into Xylophone program for Dash. | **Lesson will be differentiated by:**   * **Content, specifically:** * **Process, specifically:** planning process, use of technology * **Product, specifically:** could be their own creative song, or a known song repeated * **Environment, specifically:** |
| **MINDS ON: Getting Started** | |
| During this phase, the teacher may:  • activate students’ prior knowledge;  • engage students by posing thought-provoking questions;  • gather diagnostic and/or formative assessment data through observation and questioning;  • discuss and clarify the task(s). | During this phase, students may:  • participate in discussions;  • propose strategies;  • question the teacher and their classmates;  • make connections to and reflect on prior learning. |
| Describe how you will introduce the learning activity to your students. What key questions will you ask? How will you gather diagnostic or formative data about the students’ current levels of understanding? How will students be grouped? How will materials be distributed?  **(Assuming students have already been introduced to Dash and Dot)**  **Students will look to Dash and have it play a song on the Xylophone (using the songs that are embedded in the Xylophone program). As a class we will discuss the various notes that Dash played, and ask students to make connections between its notes and the Boomwhackers (colours, sounds, music notes). Students will then be given a partner or small group and some time to explore Dash and its Xylophone. Students can play with the already existing songs, or create begin to create their own.** | |
| **ACTION: Working on it** | |
| During this phase, the teacher may:  • ask probing questions;  • clarify misconceptions, as needed, by redirecting students through questioning;  • answer students’ questions (but avoid providing a solution to the problem);  • observe and assess;  • encourage students to represent their thinking concretely and/or pictorially;  • encourage students to clarify ideas and to pose questions to other students. | During this phase, students may:  • represent their thinking (using numbers, pictures, words, manipulatives, actions, etc.);  • participate actively in whole group, small group, or independent settings;  • explain their thinking to the teacher and their classmates;  • explore and develop strategies and concepts. |
| Describe the task(s) in which your students will be engaged. What misconceptions or difficulties do you think they might experience? How will they demonstrate their understanding of the concept? How will you gather your assessment data (e.g., checklist, anecdotal records)? What extension activities will you provide?  **Students will then be asked to think of a song that they would like to create using Dash and the Xylophone. Students will plan with their partner or small group to create ONE song using Dash. Students are to ensure that they are using “ta” and “ti-ti” notes when creating their song.**  **Difficulties that could arise: Students could continue to fool around with the apps and Dash and not create a proper song to share with the group. In this case I would remove the iPad from the group and ask them to prepare their song/codes on paper until they feel they can work with the technology again.**  **Assessment data (during): Anecdotal notes about learning skills and collaboration. Anecdotal notes about students that are creating rhythm and using various notes within their song.**  **Extension: For students that have already created a song that works well with the Xylophone app, I would ask them that instead of coding the colours to rather code Dash’s head to move up and down and move left to right so that he is manually making music.** | |
| **CONSOLIDATION: Reflecting and Connecting** | |
| During this phase, the teacher may:  • bring students back together to share and analyse strategies;  • encourage students to explain a variety of learning strategies;  • ask students to defend their procedures and justify their answers;  • clarify misunderstandings;  • relate strategies and solutions to similar types of problems in order to help students generalize concepts;  • summarize the discussion and emphasize key points or concepts. | During this phase, students may:  • share their findings;  • use a variety of concrete, pictorial, and numerical representations to demonstrate their understandings;  • justify and explain their thinking;  • reflect on their learning. |
| How will you select the individual students or groups of students who are to share their work with the class (i.e., to demonstrate a variety of strategies, to show different types of representations, to illustrate a key concept)? What key questions will you ask during the debriefing?  **Students will be brought back together in order to share what they have created so far. As this is a 30 minute music period, I would not believe that students would be completed at this point and would need more time to continue.**  **After each pairing or group has shared, I would ask students to comment on their song/creation and ask questions on what they would be completing in the next time given.**  **Key Questions:**   * **What challenges did you come into contact with?** * **Did the knowledge of the Boomwhackers help in creating a song with the Xylophone?** * **How can we be sure that we are using our “ta” and “ti-ti” notes?** * **What strategies did you come up with as a group in order to collaborate on only ONE finished product?** * **What will you be doing tomorrow in order to complete or fine-tune your song?** | |