

**Singing: Learning with technology
Grade 8
General Music**

Objectives:

Content Standard 1.0: Singing - Grade: 6-8

At Level 3, the student is able to:

- * accurately sing solo melodies from a varied repertoire;
- * accurately sing from a varied repertoire an individual voice part in an ensemble.

Performance Indicator: to accurately sing solo melodies from a varied repertoire;
to accurately sing from a varied repertoire an individual voice part in an ensemble.

NETS-S Technology Standard:

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

Materials:

- 4 computer stations, each equipped with 5-7 chairs to seat each person in the group.
- Each student's music folder will contain the sheet music for the activity.
- Each computer station will have a CD containing each individual voice part, as well as a track containing all voice parts together. (I previously recorded these tracks using Garage Band.) (Link to Garage Band: <http://www.apple.com/ilife/garageband/>)
- Each station will also have a chart that shows who the team leader is that week. (See chart at the end of the document.)

Procedures:

Before Class Preparation:

- There are 4 computer (iMac) stations set up in each of the four corners of my room. I will turn each of these computers on. Each station has a sign above it which identifies the Soprano, Alto, Tenor and Bass station. Each station also contains a chart identifying the leader who will man the computer and CD each class period.
- Each computer has a CD drive that the students will insert the CD into, and . I will make sure that each of these drives is empty, and ready for use. iTunes will automatically open when the students insert the CD.
- Each station will also have the music folder of each student, prepared with all needed sheet music placed in each folder.
- The volume of each computer will be set to a medium level, in which all students at the station will hear it well, but not so loud that other stations will be thrown off.

During Class Preparation:

- *"Hello class! Please go to each of your assigned team stations."* Upon entry to the classroom, the students are directed to their stations, where they gather in each voice part grouping, and begin their work. (The students have done this procedure many times before, and each student knows which station they belong to.)
- *"Teams, check the station chart to see who your leader is this week."* Each class period, a different person is assigned to man the CD and computer. A chart is placed next to each station which identifies who is the leader on a specific date.
- The leaders each place their group's CD in the CD drive of the computers. iTunes opens, and the CD tracks are displayed.
- *"Teams, remember that you first listen to the song as a whole, then move onto your individual voice parts."* The leaders first open the track containing all voice parts. They listen to this track to get a feel for the piece as a whole. As they listen to the piece, the students also scan the sheet music with their eyes to see the rhythmic patterns, as well as the melodic lines.
- After listening to and reading the piece as a whole, the leader then clicks on the next track, and the students listen to the individual voice part track on the CD. They work together to learn the parts. If they need to work on certain sections, all they will need to do is move the cursor to certain places on the song (on iTunes) to move back and forward through songs.
- After each student feels comfortable singing the voice part as a whole team, each student will individually sing the part to the rest of their team. This will insure that each student understands and knows the part, and will allow the rest of the group to help each student individually. This part of the activity will also demonstrate that each student is able to accurately sing solo melodies.
- As the students learn, I will walk around the classroom listening in and offering assistance when needed. If I hear wrong notes or rhythms being sung, I will demonstrate the correction to the students, and listen to insure that they understand and have fixed their mistake.

- After the activity is completed, the students will come together as a whole group in the middle of the room. They will then demonstrate their learning, and continue their learning, as they sing all parts together as a whole.
- I will direct and conduct, helping where there have been any possible learning mistakes, by picking out the notes on the piano, and walking up to each individual voice sections and singing along to help them stay on track.

Scaffolds: I would be available to help students who might get confused on how to read the music, or how to learn by listening to the music. Luckily, music is a subject that can be learned in many ways, so if I have a student who is struggling to follow the music, I can encourage them to learn by listening to the music rather than trying to read it. If they struggle to follow along by listening, and can encourage students to follow the up and down movement of the notes on the page, and to help and remind them to remember the note values that they would have learned previously. The music that 8th grade students would be assigned would not be too difficult. If there were further struggles, I could plan to have a day of further practice in which I take a small group that may need further help, and continue to help them learn.

Accommodations and Extensions: Students with special needs could easily be accommodated in this assignment. Because each student is a part of a larger team, if a student needs special help, then another student can assist. Another possibility, is to have a special assistive technology that will assist the student with the special need. For instance, if the student has motor problems, a special computer mouse could be used to help the student grip or maneuver it. If the student has vision problems, the computer screen can be zoomed in to magnify the size for that student. A special screen can also be placed over the monitor to magnify the text or buttons if needed.

Back Up Plan: If the technology (iMacs) I plan to use for this lesson plan fails, I can have Stereo CD players on hand to give to each team. The activity could still work mainly in the same way, except it would be a bit more basic, and would use the CD players instead of the computers.

Team Soprano- Team Leaders

Class Period	Mon.	Wed.	Thurs.
9-10am	Peter Barrow	Iain Christie	Bruce White
10-11am	Howie Robertson	Ashley Griffis	Susie McAvoy
12-1pm	Neev Reeve	Amber Hamblin	Ronnie Phimister
1-2pm	Lucy Woods	Ewan Rodriguez	Olivia Tuesburg
2-3pm	Aidan White	William Reed	John Smith