

Graphic Organizer of a Unit Plan

Note: An overview of a unit plan to provide a "unit at a glance." Individual lesson plans are to be completed to provide further details.

Name: Jeremiah, Ellen, Kyle, Adam

Unit Topic: Disney Movie Music - General Music

Grade(s): 9

I.R.P: Structure (Elements of Rhythm, Melody, Expression, Form and the Principles of Design), Thoughts, Images, and Feelings, and Context (Historical and Cultural)

Unit Objective:

Students will learn about emotion, tempo, and expression through the use of Disney Movie Music.

Lesson #	Lesson Topic	Objectives (no more than 3)	Materials	Activities to meet objectives (active learning, variety of rates of development, individual and social process)	Formative Assessment what methods will you use?
1	The Lion King	Given both a live performance and the original animated version of "Be Prepared", the student will be able to compare and contrast how the music and the animation work together creating a whole new experience.	YouTube videos of "Be Prepared"	Watch the two videos and discuss how the music and animation complement each other? What was effective? Which was the better performance? Why?	As this class is the intro to the unit, at the end of class, the students will write on a sticky-notes three things about what they learned from the lesson on the "classroom board of knowledge."
2		Given previous discussion on how music and animation work together, the student will be able to identify the themes and motifs in "Hakuna Matata" and how they are used in the song.	YouTube video of "Hakuna Matata"	After watching the video, one topic of discussion can be the use of the harp.	Drawing on their own experiences, the student will discuss how music works in other movies or tv shows they have seen and how they have similar musical patterns.
3	Mulan	Given a video recording of Mulan's "Reflection", musical terms that relate to the music, and guided discussion, the student will be able to understand the musical terms by the use of Disney Music to help them convey emotion through music.	Video Recording from YouTube, Instrumental Recording of "Reflection", Song Lyrics, Musical Terms Flash Cards, blank Flash Cards	Watch the recording, listen to the recording, draw lines to show the highs and lows of the piece. Using Musical Terms from a list given, discuss the terms and how they relate to their music played in class. Also touch on historical aspect of "Mulan" as well as the music composer and lyricist.	This lesson will involve a discussion on the terms. The next class will involve a formative assignment in the form of review.

4		<p>Given a video recording of Mulan's "I'll Make a Man Out of You", musical terms that relate to the music, and guided discussion, the student will be able to understand the musical terms by the use of Disney Music to help them convey tempo and emotion through music.</p>	<p>Video Recording from YouTube, Instrumental Recording of "I'll Make a Man Out of You", Song Lyrics, Musical Terms Flash Cards, blank Flash Cards</p>	<p>Watch the recording, listen to the recording, draw lines to show the highs and lows of the piece against the lyrics to demonstrate direction. Using Musical Terms from a list given, discuss the terms and how they relate to their music played in class.</p>	<p>This lesson will involve a review through a multiple choice quizlet to see how much of the terms have been absorbed by the student.</p>	
5	The Little Mermaid	<p>Given a video recording of "Under the Sea," a discussion on musical terms of emotion and tempo, a demonstration through physical movements (dance) related to emotion and tempo, the student will be able to relate the musical terms and describe how they are used in Disney music and apply it to their own musical experience.</p>	<p>Video recording from Youtube "Under the Sea", clear classroom area for movement activity.</p>	<p>As a class, discuss words that describe tempi, and how emotion is conveyed in different tempi. Students will move chairs to the side of the room to create an area for physical movement. Students will move (dance) to show changes in tempi and convey emotion of music through movement. Come back together as a class and discuss tempo and emotion in relation to their own music.</p>		
6		<p>Given a video recording of "Part of Your World," musical terms that relate to the music, and guided discussion, and lyric analysis, the student will be able to understand the musical terms by the use of Disney Music to help them convey emotion through music.</p>	<p>Video Recording of "Part of Your World," Lyrics</p>	<p>Watch the video recording, discuss emotions portrayed in the music, watch video with the lyrics and write the emotion they feel is being portrayed above each line. Watch the video again and above each line of text they will draw a line to represent the highs and lows in the piece.</p>	<p>For formative assessment, this will be assigned as a homework assignment in the form of graphing "A part of your world" with coloured depictions.</p>	
7	Toy Story 1&2	<p>Given a video recording of "You've Got a Friend in Me" from Toy Story, and guided discussion about musical terms in relation to rhythm, as well as the lyrics, the student will better understand how rhythm tells the story.</p>	<p>Video recording of "You've got a Friend in Me" From "Toy Story".</p>	<p>Watch the recording, discuss how the music and lyrics interact with the rhythm. The students will also be notating the rhythm above the lyrics on the sheet provided.</p>	<p>Formative assessment will be done by clapping out the rhythm as notated in class.</p>	

