

## West Somerville Neighborhood School

### Observation 2

**Your Name:** Amanda Satterfield

**Date:** 27 April 2023

**Lesson Title/Name of Song:** WSNS 8th Grade Percussion - "Heat Waves" by Glass Animals

#### Lesson Objectives/Instructional Outcomes.

*Outline the concepts, knowledge, skills or applications that students will be able to demonstrate upon completion of this lesson. Objectives may be stated in the form of a critical question students should be able to answer.*

- 1) Students will be able to play paradiddles in the context of "Heat Waves" (m.8 and m.31) using correct sticking (RLRR/LRLL)
- 2) Students will be able to play double strokes in the context of "Heat Waves" (m.9-16) using correct sticking (RRLL) and a relaxed grip/wrist that achieves rebound without tension
- 3) Students will be able to play flam taps in the context of "Heat Waves" (m. 17-24) demonstrating appropriate stick distancing from hand to hand and using correct sticking (IRR/rLL)
- 4) Students will be able to successfully keep a steady tempo throughout the entirety of "Heat Waves"

#### Relationship to Overarching Learning Goals

*How does this lesson support enduring understandings and build upon previous knowledge? How does this lesson support the next lesson in the instructional sequence?*

This lesson supports continued work these students have done on learning "Heat Waves", which particularly focused on the double strokes and flam taps last week by reinforcing these rudiments. This lesson supports the next lesson in the sequence by continuing further in the song than has been done before (past the optional ending) in preparation for the concert in ~a month.

#### Instructional Materials/Resources:

*List all materials and resources required by the teacher and/or students. Include preparation and special instructions that should be in place at the start of the lesson.*

- 1) Drum Pad
- 2) Pair of Sticks
- 3) "Anytune" App
- 4) Backing Track for "Heat Waves"
- 5) Bluetooth Speaker
- 6) Copy of the score for "Heat Waves"
- 7) A ball of some sort? (Optional)

#### Methods and Instructional Strategies

*Demonstrating SMK's and PST's: Content and pedagogical knowledge.*

#### Anticipated Student Misconceptions:

- 1) Students may need support with rudiments, including paradiddles, but especially double strokes and flam taps.
- 2) Students may need support with keeping a consistent tempo.
- 3) Students may need support following the form of the music.

#### Concept Prerequisites (previous knowledge required):

- 1) How to properly hold a stick and perform a stroke with relaxed technique
- 2) How to play a paradiddle
- 3) How to play a double stroke
- 4) How to play a flam tap
- 5) How to play an accent
- 6) How to differentiate between rim and pad hits
- 7) Basic rhythmic knowledge required (quarters, eighths, sixteenths)

#### Introduction/Doorway in:

*How will you draw the students in?*

1. Tennis ball activity (if I can acquire tennis balls)/Warming up with call and response

### **Instructional Activities:**

*Includes questioning techniques, grouping strategies, pedagogical approaches.*

1. Ball activity (with tennis balls, if I can acquire some; if not, then verbally) - 3min
  - a. Reinforce rebound/technique before warming up
2. Warm-up
  - a. Call and response 2-3min
    - i. Can invite students to be the leader after I am the leader first
  - b. Rudiments ~10min
    - i. Paradiddle
    - ii. Double strokes
    - iii. Flam taps → for all 3, can play it first and ask the students which rudiment it is
3. Individual Practice Time (IPT) 5-7min
  - a. Give students time to work a little bit on their own on what they need to in “Heat Waves”
    - i. Will guide them to focus on the sections with the rudiments we were just working on, particularly m. 9-16 (for double strokes) and m. 17-24 (for flam taps); if students already feel successful with these sections, then can take a look at the 2nd page
4. Group Chunking 10-12min
  - a. Run through m.9-16 together (double strokes)
  - b. Run through m. 17-24 (together)
  - c. Run through Top-m.32 together (adding in paradiddle parts)
  - d. Move on to the 2nd page (\*\*\*\*Optional/if time)
    - i. Probably chunking first 3 lines separate
    - ii. M. 48 may need attention (w/crescendo)
    - iii. Last measure may need attention
5. Run through w/backing track - 3-5 min
  - a. Depending on how far we get, we’ll run through “Heat Waves” from the top with the backing track to wherever we stopped earlier; if either trumpet student attends class, they are welcome to join in.

### **Culminating Activity:**

*How will the students demonstrate their learning?*

Students will demonstrate their learning throughout the lesson in individual opportunities to sing or play instruments.

1. A full run through (or however far we get) of “Heat Waves” with the backing track at the end of rehearsal.

### **Differentiation According to Student Needs:**

*Indicate the strategies you will use to address diverse student learning needs. Include accommodations for students with an IEP or 504, cultural, or linguistic needs.*

For students with auditory needs:

1. I will make sure to project my voice + use eye contact
2. I will make sure to speak slowly
3. I will repeat directions when necessary

For students with attentional needs:

1. I will make sure to switch up tasks fairly often and limit speech

For students who may experience anxiety:

1. I will provide a verbal agenda to mitigate nervousness about the course/sequence of the lesson
2. I will promote a low-stakes and comfortable environment (not calling out students cold, etc.)

For students with linguistic needs or may need visuals:

1. I will also make sure to emphasize the usage of my body
2. (I will also speak slowing and repeat things as stated for students with auditory needs)

### **Assessment (Formative and Summative):**

*Indicate the type of assessment most appropriate. For example, sample questions, tests, rubrics or other.*

Formative: Small chunk run throughs, gauging how students are doing by asking for verbal communication/thumbs up; during individual practice time, I will go around and check in with each student.

**Summative:** Run through of “Heat Waves” at the end of rehearsal with the backing track.

**Framework Alignment:**

*Indicate the MA Arts Standards covered in this lesson. Creating, performing, Responding and Connecting.*

- 1. Develop and refine artistic techniques and work for presentation.** Perform with accuracy and expression a repertoire of vocal or instrumental literature with a level of difficulty of 1, on a scale of 1 to 6; or a comparable scale with at least four harmonic parts. (7-8.M.P.05)
- 2. Select, analyze and interpret artistic work for presentation.** Identify standard notation symbols and musical terms referring to dynamics, tempo, articulations, meter, and expression and apply them when performing. (5-6.M.P.04)
- 3. Interpret intent and meaning in artistic work.** Use specific vocabulary to identify details about a musical work. (5-6.M.R.08)