

Lesson Plan for WJEC Metacognition Resources Project

Group: Year 8	Time: 50 minutes
Lesson Objectives:- <ul style="list-style-type: none"> - Plan and organize strategies to rehearse a piece of music - Rehearse and monitor own work - Evaluate and direct future learning when rehearsing 	
Link to prior learning:- Previous experience of performing on an instrument as an individual. Following music from a score (manuscript) Familiar with notation (note value and pitch), dynamics, clefs – treble and bass, key signatures, time signatures, pace.	Resources:- Keyboards / Headphones Computer / Projector (Power Point) Worksheets – Planning Grid Worksheet - Score – Ode to Joy Pencil / Biro
Learning Activities:- TASK 1 (oracy) <ul style="list-style-type: none"> - Learners will preview / skim task (Performing task – Ode to Joy) to decide how to approach and discuss initial thoughts on piece and what they see with partner. - USE OF GRAPHICAL ORGANISER (PAPER) - Ask questions: <ul style="list-style-type: none"> o What am I supposed to learn? o What prior knowledge will help me with this task? <p>Possible discussion on prior knowledge:</p> <ul style="list-style-type: none"> - Time Signature - Key Signature - Simple / Complex rhythmic patterns - Pitch range (leaps, steps, repetition) - Structure of piece (Repetition) - Any repeats - Pace of piece - Changes in Dynamics - Where are the rests? - Do I need to play with both hands? <p><u>Questions to ask learner once they have completed the task</u></p> <ul style="list-style-type: none"> - Is this similar to anything you have done before? - How is it similar? - How is it different? - Are there any things that are totally new? How will you approach these? - How will your prior knowledge help with today's learning? 	

TASK 2 (writing)

- WORKSHEET - PLANNING GRID
- Learners come up with practice techniques (create timeline to divide big task into manageable chunks) of what they need to do when practicing individually and what we could do as class initially before they rehearse as individuals so they improve their understanding of piece. (they will draw a comparison of what they would do)
- They will therefore ask following questions:
 - o What should we / I do first?
 - o What should we / I look for in this work?
 - o What practicing techniques will we / I need to consider?
 - o How can we / I improve our knowledge of the given piece?

Possible classroom activities suggestions

- *Clap rhythm*
- *Listen to a performance*
- *Rehearse specific finger pattern*
- *Sing the melody*
- *Follow score as we listen*
- *Slow pace down*

Possible strategies of what they need to do when practicing

- Practice one bar at a time
- Slow pace down to rehearse
- Practice line at a time
- Practice the hard parts only
- Try to play hole piece and consider after playing what I need to rehearse.
- Go back to beginning every time I have an error in rhythm or pitch
- Record myself playing and listen back to spot mistakes.
- Practice for 2 / 3 minutes ask partner for comments on how to improve.

TASK 3 (oracy)

Teacher Modelling

Following this TEACHER - will model good practice strategies (and some model answers / suggestions) and class will take on board some suggestion by learners of possible class strategies to develop understanding of piece, this will help students begin to think strategically about how to practice.

TASK 4 (writing)

Following the teacher modeling and class exercises and following short discussion as a class every learner will set 3 personal strategies of 'how do they think they should practice this piece?' (this will be their own personal individual success criteria for task – could be based on MUST, SHOULD, COULD)

They will therefore consider following questions:

- *'How am I approaching this task?'*
- *'Where are the difficulties in this task and how I overcome them?'*
- *'How have I resolved problems like this before?'*

Step Two: Monitor own work (Practicing)

TASK 5

Learners will work independently with a keyboard and rehearse the given piece (5/10min) after the given amount of time to practice learners will stop and will follow class discussion with open question:

What actually happened during the practice session?

- How am I doing? (am I following set 3 personal strategies of 'how do they think they should practice this piece?')
- Am I on the right track? What have I achieved? What needs to be changed in my strategies?

TASK 6 (writing)

They will then need to jot down next to each 3 set goals (strategies) and consider following questions:

- How should I proceed? (do I need to change strategy)
- Should I move in a different direction?
- What can I do if I do not understand?

Learners will work independently for second time with a keyboard and rehearse the given piece (5/10min) and take the comments above on board.

Step Two: Self – reflect (evaluation)

TASK 7 (Evaluation of task)

Pair discussion (oracy) on following questions:

- How well did I do? How effective were the strategies for practicing?
- What did I learn?
- Did I get the results I expected?
- What could I have done differently?

TASK 8 (Direct own future learning) (writing)

Then they will fill in evaluation worksheet with following question

- What changes need to be made on practicing strategies in future?
- Is there anything I don't understand—any gaps in my knowledge?
- Do I need to go back through the task to fill in any gaps in understanding?

Differentiation:-

Learners come up with own personal individual success criteria for task – could be based on MUST, SHOULD ,COULD.

Opportunities for developing metacognition:-

All tasks in the lesson contribute to developing metacognition as they need to come up with strategie to rehearse the piece and therefore think about the process of learning and review strengths and weaknesses of process.