

COURSE TITLE: ME AND MY PLAYLIST

LESSON PLAN TITLE: WEEK ONE: WHAT DO I SOUND LIKE RIGHT NOW?

Guiding Question: How do my listening choices represent me?

Purpose/Aim:

1. To introduce the concept of that listening choices reflect and represent my identity
2. To introduce the concept of reflexive practice.

Materials:

Readings As this is the class introduction, there are no readings	
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Main Concepts:

CRITICAL VOCABULARY	Definition and Rationale for choosing this word, phrase, or concept	Idea for pre-teaching or front-loading the concept.
STYLE	How would you describe the styles reflected in your listening choices?	
CULTURE	How do the styles in your choices reflect or symbolize a culture?	
IDENTITY	How does your listening shape the formation of who you are?	

Pre-requisites: What are some of the skills and prior knowledge that students need to have to fully participate in this lesson plan?

- 1) Engaged in the activity of choosing a song that one likes.
- 2) Have some exposure to how the song one chooses is rendered and analyzed including any music videos or critical reviews.

Modifications: What types of modifications are necessary to insure that students with varying learning needs can participate in this lesson plan and learn the main concepts and skills?

If students don't have exposure they will be provided sets of examples to experience in the first part of the class session.

PART 1: CULTURAL ENERGIZER

How will you engage the students? This energizer contributes to setting the "culture" of the classroom while also connecting the main concepts of lesson plan to the students prior experiences/knowledge/interests.

Title: Rhythm exercise

STEP	DESCRIPTION	TIME
Step 1	Divide in three groups using counting method	1 min
Step 2	Four count clapping – All groups clap on every beat	1 min
Step 3	two part clapping – Group 1 on every beat, Groups 2 and 3 on two and four	1 min
Step 4	Group 1 on every beat, Group 2 on two and four, Group 3 will be given a syncopated part	2 min

Step 5		
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PART 2: CRITICAL CONCEPTS

How will you present the critical concepts to the students

My History as a Playlist:

STEP	DESCRIPTION	TIME
Slide/ Step 1	<p>Picture of Blind Ah Bing, Chinese monk and composer.</p> <p>I will perform and talk about my version of the Chinese song "Autumn Moon Reflected on the Peaceful Lake" by Ah Bing</p> <p>This song was written as a vision by the composer who later went blind. To me the song is a memory and although my rendition has not lyrics is known primarily as an instrumental work, it has a story that is beloved. It is also significant because it is associated with the city of Wuxi, where my father's ancestral home is, district now referred to as Wangtingzhen.</p>	5 min
Slide/ Step 2	<p>My history through songs I listened to</p> <p>1966 - Began studying music in 4th grade - Play clip from La Vie en Rose to represent the music my parents played in the house</p> <p>1971 - Introduced to jazz - Play clip from Billie's Bounce by Charlie Parker</p> <p>1973 - Started playing in bands outside of school - introduced to funk and jazz fusion - Play clips of "Jungle Boogie" from Kool and the Gang (on Soul Train), "You got to Funkifize" from Tower of Power, and "Color My World" from Chicago</p> <p>.</p>	10 min
Slide/ Step 3	<p>1975 - 1977 arrived at Stanford heard David Henry Hwang playing "Sun Goddess" by Ramsey Lewis/Earth Wind and Fire; listened to John Coltrane's "A Love Supreme" in the library, saw my first Asian American led band "Jest Jammin" playing "Always There" by Ronnie Laws; Was part of 294 students who occupied the Administration Building to protest complicity in South African</p>	10 min

	apartheid chanting "What do we want? Stanford out of South Africa! When do we want it? Now!"	
Slide/ Step 4	1980's - meeting Jon Jang and participating in the justice for Vincent Chin movement - recorded "East Wind - Equality for Asian People" by Jon Jang. Show pictures of Jon, myself, Fred Ho, Mark Izu, Anthony Brown. Play clip.	5 min
Slide/ Step 5	Jump to today. Songs I listen to today with my 18 year old son from hip hop from Kendrick Lamar to rock of Jack White. Play clips from these artists. End with a recent clip of my music, a piece about my grandfather with a picture of him and my riding horses at the racetrack in China.	10 min
Slide/ Step 6	Conclude with a graphic of my teaching philosophy of Sound-Listen-Speak. Introduce concept.	10 min
Slide/ Step 7		
Slide/ Step 8		
Slide/ Step 9		
Slide/ Step 10		

PART 3: COMMUNITY COLLABORATION AND CULTURAL PRODUCTION

How will the students learn the main concepts while also learning to create community in their classroom and participate in cultural production? *This may include interactive/multimedia lectures, activities, group interaction, writing, performing, presenting, project-based work, etc...*

Title: Sound-Listen-Speak

STEP	DESCRIPTION	TIME
Step 1	Divide into pairs using counting method	1 min

Step 2	Each person will choose a song link on youtube or one of the listening services such as Pandora, Spotify, or Apple Music	5 min
Step 3	Each student will write a maximum 140 character expression representing the choice of song	5 min
Step 4	Each person in the pair will share their song and tweet with each other.	10 min
Step 5	Each pair will present 30 second clips of their songs and share their tweets	20 min
Step 6	Discussion of song choices, and tweets utilizing the questions:How would you describe the styles reflected in your listening choices? How do the styles in your choices reflect or symbolize a culture? How does your listening shape the formation of who you are?	20 min
Step 7		
Step 8		
Step 9		
Step 10		

PART 4: CONCLUSIVE DIALOGUE/CRITICAL CIRCULAR EXCHANGE

Connection: How is this relevant to students? How is it relevant to the unit? How do you bring back to the problem statement in the unit purpose?

20 minute discussion of song choices, and tweets utilizing the questions:How would you describe the styles reflected in your listening choices? How do the styles in your choices reflect or symbolize a culture? How does your listening shape the formation of who you are?

Assessment: How will the students be assessed?

Students will be assessed based on their completion of the exercise tasks and participation in the concluding discussion

Evaluation: How will the effectiveness of this lesson plan be evaluated?

- participation in the exercises
- quality of final discussion