

## Power in Me by Rebecca Lawrence

<b>Lesson Plan</b>	
<b>Artistic Processes: Performing and Responding</b>	
<b>Process Components:</b> Performing: Analyze, Interpret, Rehearse-Evaluate-Refine, and Present Responding: Analyze, Interpret, Evaluate	
<b>Anchor Standard:</b> <b>Performing:</b> #4 Select, analyze, and interpret artistic work for presentation. #5 Develop and refine artistic techniques and work for presentation. #6 Convey meaning through the presentation of artistic work. <b>Responding:</b> #7 Perceive and analyze artistic work #8 Interpret intent and meaning in artistic work. #9 Apply criteria to evaluate artistic work.	
<b>Performance Standards:</b> <b>MU:Pr4.2.5a</b> - Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. <b>MU:Pr4.3.5a</b> - Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style) <b>MU:Pr5.1.5a</b> - Apply teacher provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances. <b>MU:Pr6.1.5a</b> - Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. <b>MU:Pr6.1.5b</b> - Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style . <b>MU:Re7.2.5a</b> - Demonstrate and explain, citing evidence , how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical). <b>MU:Re8.1.5a</b> - Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers’ and personal interpretations to reflect expressive intent. <b>MU:Re9.1.5a</b> - Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.	
<b>Essential Understandings:</b> <b>Performing:</b> <ul style="list-style-type: none"> <li>Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</li> <li>Performers make interpretive decisions based on their understanding of context and expressive intent.</li> </ul>	<b>Essential Questions:</b> <b>Performing:</b> <ul style="list-style-type: none"> <li>How does understanding the structure and context of musical works inform performance?</li> <li>How do performers interpret musical works?</li> <li>How do musicians improve the quality of their performance?</li> </ul>

*Power in Me by Rebecca Lawrence*

<ul style="list-style-type: none"> <li>• To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>• Musicians judge performance based on criteria that vary across time, place, and cultures.</li> </ul> <p><b>Responding:</b></p> <ul style="list-style-type: none"> <li>• Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</li> <li>• Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</li> <li>• The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</li> </ul> <p><b>Responding:</b></p> <ul style="list-style-type: none"> <li>• How do we discern the musical creators' and performers' expressive intent?</li> <li>• How do we judge the quality of musical work(s) and performance(s)?</li> </ul>
<p><b>Established Goals:</b> The students will:</p> <ul style="list-style-type: none"> <li>• Analyze artistic work for presentation.</li> <li>• Interpret artistic work for presentation</li> <li>• Develop and refine artistic techniques and work for presentation.</li> <li>• Perform with appropriate performance decorum.</li> <li>• Convey meaning through the presentation of artistic work.</li> <li>• Interpret intent and meaning in artistic work.</li> <li>• Apply criteria to evaluate artistic work.</li> </ul>	
<p><b>UNDERSTANDING THE LESSON – STUDENT OUTCOMES</b></p>	
<p><b>Students Will Know:</b></p> <ul style="list-style-type: none"> <li>• How to analyze artistic work</li> <li>• How to interpret intent and meaning in artistic work</li> </ul>	<p><b>Students Will Be Able to Do:</b></p> <ul style="list-style-type: none"> <li>• Develop and refine artistic techniques for presentation</li> <li>• Convey meaning through the presentation of the work</li> <li>• Perform with appropriate decorum</li> <li>• Apply criteria to evaluate artistic work</li> </ul>

## Power in Me by Rebecca Lawrence

PERFORMANCE TASKS AND ASSESSMENT	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>analyze and interpret the musical elements of music to determine how they affect the intent of the composer</li> <li>practice and refine music for performance</li> <li>convey meaning of music through performance</li> <li>perform with appropriate decorum</li> <li>apply criteria to evaluate artistic work</li> </ul>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Analyze and Interpret (Map)</li> <li>Rehearse and Refine (Feedback Form)</li> <li>Present with appropriate expression and decorum (Performance Rubric)</li> <li>Evaluate musical performance (Performance Rubric)</li> </ul>
<p><b>Vocabulary:</b>            crescendo            dynamics            expression            forte            fortissimo            mezzo piano            modulation            multi-measure rest            piano            pick up notes (anacrusis)            repeat sign            syncopation            tied notes            two-part harmony            unison</p>	
STAGE 3 – LEARNING PLAN	
<p><b>Learning Activities Sequence:</b></p> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>✓ blank white paper or poster board</li> <li>✓ colored pencils or crayons</li> <li>✓ copies of the Performance Rubric</li> <li>✓ copies of the Student Worksheet: Rehearse-Evaluate-Refine and the Individual Response to Feedback worksheet copied back to back</li> <li>✓ video camera or audio recorder if you desire to record performances</li> </ul> <p><b>Analyze and Interpret - Done Together as a Class:</b></p> <ul style="list-style-type: none"> <li>Read the lyrics to the first verse.</li> <li>Locate the dynamics (<i>mp</i> and <i>crescendo</i>) of the 1<sup>st</sup> verse</li> <li>Read the lyrics to the refrain.</li> <li>Locate the dynamic of the refrain</li> </ul>	

## Power in Me by Rebecca Lawrence

---

- Generate ideas why the verse music gets louder as it moves toward the refrain.
- Generate ideas why the refrain music is only loud (forte).
- Read the first two sentences of every verse – reflect on how each set of statements makes them feel. How do they inspire themselves in difficult times? What can you say to others to make them feel better? Do words help you convey the expression intended by the composer?
- In the 2-part section, the music builds from *mp* to *ff* at the end. What is the composer trying to convey by increasing the dynamic level? (i.e., power or strength in numbers or demonstrating confidence and positivity in the unity of the last statement).

### Analyze and Interpret - Done Together in Small Groups:

- Create a map for this piece. Teacher provides a blank piece of paper and colored pencils or crayons.
- Questions for students: What kind of symbols might you use? Does the size of the symbol/picture matter as you think about dynamics? Would this help you in memorizing the music?
- **Form of the music:**
  - ✓ Introduction – 5 measures rest plus 3 ½ beats
  - ✓ Verse 1 – *mp* and *crescendo*. Notice the words that go together - “race”, “body”, “motion”.
  - ✓ Refrain - *f*
  - ✓ Verse 2- *mp* and *crescendo*. Notice the words that go together – “help”, “voice” and “words”.
  - ✓ Refrain - *f*
  - ✓ Verse 3 - *mp* and *crescendo*. Notice the words that go together – “mind”, “dreams”, and “future”.
  - ✓ Refrain - *f*
  - ✓ Part 1 enters- *mp* and repeats
  - ✓ Part 2 enters and joins part 1 – *mf* and *f*
  - ✓ Handclaps (7 measures) - *f*
  - ✓ Coda – *f*, *crescendo*, and *ff*
- Evaluate the maps with the [Analyzing and Interpreting Rubric](#).

### Preparing the Performance:

#### Conductor Notes:

*This is a song about encouragement, personal empowerment, and being internally resourceful. There are three verses, so once they are learned please practice the first lines in order often, so that during the two bar introduction to each verse the students know precisely what is coming next! The verses begin with lower notes which, as the sentiment becomes more positive, increase in pitch. Please make the last note of each verse ‘and I will feel empowered from within,’ grow and develop naturally into the chorus. You’ll need to split your group into two parts for measure 65, teaching both parts to each of them, and I will then split our massed choir into two on the day. Note that the top part ends high! This is followed by overhead claps, a guitar solo, and there’s something very important to rehearse here, and that*

## Power in Me by Rebecca Lawrence

---

*is the vocal entry in measure 80. It will feel unexpected to begin with! Please keep the crescendo going in measure 88 as well as the long note at the end.*

### **Rehearse and Refine:**

- As a whole class, practice the song with proper vocal technique:
  - ✓ singing with properly formed vowels and clear articulation
  - ✓ producing a healthy sound through good breath support
  - ✓ blending voices to create a cohesive sound as an ensemble
  - ✓ singing with vocal stamina and endurance
  - ✓ singing in unison and in two-part harmony
- First as a whole class and then in small groups, rehearse the expressive elements of the music (dynamic levels, crescendo, vowels, articulation, breath support, blending voices, stamina and endurance). Think about how to convey the intent of the composer as you rehearse.
- Make sure all students have a copy of the Performance Rubric.
- Hand out the Student Worksheet: Rehearse-Evaluate-Refine. Students perform for at least 2 other students to gather feedback for what is going well and strategies for improving or enhancing the performance. The students evaluating should refer to the Performance Rubric for feedback.
- Hand out the Individual Response to Feedback worksheet for students to individually decide what feedback will be used and why in refining the performance.
- Evaluate individual students on the Individual Response to Feedback worksheet using the Rehearse and Refine Rubric.

### **Perform:**

- Each group will perform for the class/teacher and be assessed using the Performance Rubric. Students and teacher may use this form to assess each group since it is written in kid-friendly language.
- You may wish to videotape these to score later.

### **DIFFERENTIATION – PROCESS, PRODUCT, OR CONTENT**

- Process
  - ✓ some students may need assistance with reading lyrics or writing answers
- Product
  - ✓ some students may need a graph with boxes in which to input part of the map
  - ✓ some students may be able to sing the vocals off the accompaniments and others will need it on for support
- Content
  - ✓ some students may only get through part of the map due to time needed to think through and draw

## Power in Me by Rebecca Lawrence

### Assessment Tools:

<b>Analyze and Interpret Rubric</b>				
<i>MU:Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</i>				
	<b>Level 1 - Emerging</b>	<b>Level 2 – Approaches Standard</b>	<b>Level 3 – Meets Standard</b>	<b>Level 4 – Exceeds Standard</b>
Analyze and Interpret	Needs assistance portraying musical elements and form in map correctly.	Portrays some musical elements and form in map correctly.	Portrays all musical elements and form in map correctly.	Creatively and with great detail, portrays musical elements and form in map correctly.

<b>Rehearse and Refine Rubric</b>				
<i>MU:Pr5.1.5a Apply teacher provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.</i>				
<i>MU:Pr5.1.5b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.</i>				
	<b>Level 1 - Emerging</b>	<b>Level 2 – Approaches Standard</b>	<b>Level 3 – Meets Standard</b>	<b>Level 4 – Exceeds Standard</b>
Consideration of Teacher-Provided Criteria and Peer Feedback	Beginning to consider teacher-provided criteria from Performance Scoring Device and feedback from peers in self-evaluation of accuracy and effectiveness.	Considers most teacher-provided criteria from Performance Scoring Device and feedback from peers in self-evaluation of accuracy and effectiveness.	Considers all teacher-provided criteria from Performance Scoring Device and feedback from peers in self-evaluation of accuracy and effectiveness.	Considers all teacher-provided criteria from Performance Scoring Device and feedback from peers in self-evaluation of accuracy and effectiveness with great insight and thoughtfulness.
Improve and refine performance.	Needs assistance in finding appropriate strategies for improvement.	Identifies limited appropriate strategies for improvement.	Identifies appropriate strategies for improvement.	Identifies appropriate and insightful strategies for improvement.

*Power in Me by Rebecca Lawrence*

<b>Performance Rubric – Student Friendly</b>				
<p>MU:Pr6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate Interpretation.</p> <p>MU:Pr6.1.5b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p>				
<b>#</b>	<b>Criteria</b>	<b>Starting...</b>	<b>Almost there...</b>	<b>Can do it!</b>
1	Tone and Breath Support	Takes deep breaths and sings with good posture when reminded.	Takes deep breaths and sings with good posture most of the time.	Takes deep breaths and sings with good posture.
2	Vowel and Consonant Pronunciation	Beginning to sing with tall vowels and clear consonants for every word to be understood.	Sings with tall vowels and clear consonants for every word to be understood most of the time.	Sings with tall vowels and clear consonants for every word to be understood.
3	Phrasing	Beginning to sing the phrases correctly.	Sings most of the phrases correctly.	Sings all of the phrases correctly.
4	Posture	Stands straight and tall with very little tension when reminded.	Stands straight and tall with very little tension most of the time.	Stands straight and tall with very little tension.
5	Dynamics	Beginning to sing the correct dynamic levels.	Sings the correct dynamic levels most of the time.	Sings the correct dynamic levels.
6	Expression	Beginning to sing expressively when interpreting what is in the score.	Sings expressively when interpreting what is in the score most of the time.	Sings expressively when interpreting what is in the score.
7	Ensemble - blend	Beginning to watch and listen to each other to blend together.	Watches and listens to each other to blend together most of the time.	Watches and listens to each other to blend together throughout performance.
8	Ensemble – interpret composer’s intent	Sometimes aware of the musical elements to convey the composer’s intent.	Aware of the musical elements to convey the composer’s intent most of the time.	Aware of the musical elements to convey the composer’s intent.

**Note: the criteria are numbered so portions of this rubric can be selected in student feedback and teacher assessment.**

*Power in Me by Rebecca Lawrence*

---

**Student Worksheet: Rehearse- Evaluate and Refine**

Performers' Names:				

  

Listener Names:				

Instructions: Perform your piece for at least 2 other people; this can include the teacher. Use the Performance Rubric for feedback.

Listener 1	What did you like?	What might you suggest to improve this performance?
Listener 2	What did you like?	What might you suggest to improve this performance?
Listener 3	What did you like?	What might you suggest to improve this performance?
Listener 4	What did you like?	What might you suggest to improve this performance?

**Individual Response to Feedback** My Name: \_\_\_\_\_

What feedback do you agree with?

---

---

Why?

---

---

What feedback do you disagree with?

---

---

Why?

---

---

What is your plan to improve your performance?

---

---

---

---

This sheet is to be turned in at your final performance of the piece.