

## Music as Identity: Traditional Welsh Airs

<b>Subject:</b> Music - Vocal Chamber Choir	<b>Grade:</b> 10	<b>Date:</b> October 19th, 2020	<b>Duration:</b> 60 minutes
<b>Lesson Overview</b>	<p>This lesson will focus on exploring English diction and developing an understanding of the text (words) in order to make personal connections to it.</p> <p>Students will be learning the first verse of a new piece, “The Ash Grove”, a traditional Welsh Air arranged by Jeremy Rawson. Students will explore vowel formation in English diction and 2 note slurs. They will also find meaningful ways to make a connection from their own lives to the text.</p>		
<b>Class Profile</b>	<ul style="list-style-type: none"> <li>● 24 students total</li> <li>● 4 intermediate level ELL students (1 Indian, 2 Chinese, 1 Columbian)</li> <li>● 2 beginner level ELL students (new arrivals to Canada this semester from Korea - Korean speaking)</li> </ul>		
<b>Big Idea</b>	<p>A musician’s interpretation of an existing work is an opportunity to represent identity and culture.</p>		
<b>Curricular Competencies</b>	<ul style="list-style-type: none"> <li>● Develop and refine technical and expressive skills (<i>English diction - vowel blend and balance</i>)</li> <li>● Express personal voice, story, cultural identity, and perspective in a variety of settings (<i>find a personal connection to the text</i>)</li> <li>● Perform in small ensemble context (<i>Chamber Choir</i>)</li> <li>● Reflect on personal rehearsal and performance experiences and musical growth (<i>reflection journal</i>)</li> </ul>		
<b>Content Objectives</b>	<p>The student will demonstrate the ability to...</p> <ul style="list-style-type: none"> <li>● Pronounce the text of “The Ash Grove” (Welsh Air) correctly by singing on the appropriate vowels to achieve balance and blend.</li> <li>● Sing 2 note slurs properly by singing on the correct vowel.</li> <li>● Explain the meaning/context of the text.</li> <li>● Make a connection from the meaning of the English text to an aspect of students’ own lives.</li> </ul>		

<b>Language Objectives</b>	<p>The student will demonstrate the ability to...</p> <ul style="list-style-type: none"> <li>● Define the following words: <i>yonder, streamlets, meander, twilight, pensively, rove, noontide, solitude.</i></li> <li>● Define an “ash grove” as a group/orchard of ash trees.</li> <li>● Work in chamber groups of 4 (1 on each part - SATB) with English language speakers to practice proper vowel formation to achieve balance and blend.</li> <li>● Identify various nouns and verbs in the piece to deepen their understanding of the text (ELL students specifically).</li> </ul>
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<b>Materials and Equipment Needed for this Lesson</b>
<ul style="list-style-type: none"> <li>● Projector &amp; speakers to listen to/watch Youtube recording of “The Ash Grove” : <a href="https://www.youtube.com/watch?v=qak5Vb209Ng">https://www.youtube.com/watch?v=qak5Vb209Ng</a></li> <li>● SATB score for “The Ash Grove” (24 copies for students and 1 for teacher) <a href="http://music.rawson.me.uk/catalogue/choral/freescores/theashgrove.pdf">http://music.rawson.me.uk/catalogue/choral/freescores/theashgrove.pdf</a></li> <li>● Copy of the handout with text of the first verse (double-spaced) with room to note and define new vocabulary (24 copies)</li> <li>● Sharpened pencil and eraser to make notes in the score</li> <li>● 2 different coloured highlighters to make note of nouns and verbs</li> <li>● Chair with no arms, suitable for singing</li> </ul>

	<b>Lesson Stages</b>	<b>Learning Activities</b>	<b>Time Allotted</b>
1.	<b>Warm-up</b>	<ul style="list-style-type: none"> <li>● Play the video recording of “The Ash Grove” so students become aware of the melody, context, and vernacular of the piece.</li> <li>● Ask students which language this piece is sung in and to list other songs they have already sung in this language.                             <ul style="list-style-type: none"> <li>○ Are there any words you recognize from other repertoire studied?</li> </ul> </li> <li>● Ask students what their initial thoughts of this piece are, particularly to the language/text.</li> <li>● Ask students if they know the context of the piece? (Ex. what is the setting or who is it about?)</li> <li>● Explain to students why it is important that we contextualize a piece before we start singing it.</li> </ul>	<p>10 minutes</p> <p><i>(Video - 4 minutes, Discussion - 6 minutes)</i></p>

		<ul style="list-style-type: none"> <li>○ This will help us learn it more efficiently, have a deeper understanding of it, and make a connection to it.</li> </ul>	
2.	<b>Presentation</b>	<ul style="list-style-type: none"> <li>● Handout with text is distributed</li> <li>● Teacher will read the first verse of the text, treating it like a piece of poetry (not to be read like a grocery list).</li> <li>● Teacher will ask for volunteers to read through the text, treating it like poetry as well (because it truly is poetry).</li> <li>● Teacher will go through the text line by line explaining proper vowel formation throughout and students will repeat it back (call &amp; response fashion).</li> <li>● Teacher will ask students to circle any new words they do not know with a pencil.</li> <li>● Teacher will provide a list of “new words” along with students’ list and provide definitions accordingly.             <ul style="list-style-type: none"> <li>○ Students are encouraged to make note of these new words on their handouts.</li> <li>○ Words and definitions will be written on the board.</li> <li>○ ELLs will be provided with flashcards ahead of time.</li> </ul> </li> <li>● Students will be asked to share ideas on the meaning of the text after having read through it a couple times and defined any new words.</li> </ul>	15 minutes
3.	<b>Practice and Production</b>	<p><b>Class Rehearsal</b></p> <ul style="list-style-type: none"> <li>● Students will sing their respective parts on “doo” (no text).             <ul style="list-style-type: none"> <li>○ Everyone sings soprano line first, to get more acquainted with the melody.</li> <li>○ Then basses sing their part, then altos, then tenors (building up).</li> <li>○ Teacher models how to sing 2 note slurs on “doo” vowel.</li> </ul> </li> </ul>	30 minutes <i>(15 minutes of class rehearsal, 10 minutes in Chamber Groups, and 5 minutes of class discussion)</i>

		<ul style="list-style-type: none"> <li>● Teacher then models each part’s respective rhythms on text while also clapping the rhythm. Students repeat back (call &amp; response).</li> <li>● Students sing respective parts from beginning on text.             <ul style="list-style-type: none"> <li>○ Teacher models how to sing the 2 note slurs in the piece and listens for correctness.</li> </ul> </li> <li>● Students sing through the first verse altogether on their respective parts.             <ul style="list-style-type: none"> <li>○ Teacher offers suggestions as needed.</li> </ul> </li> <li>● Students asked to highlight all the verbs they can find with 1 colour and the nouns with another.</li> </ul> <p><b>Chamber Group Practice</b></p> <ul style="list-style-type: none"> <li>● Students are put into chamber groups (4 groups of 6) to practice singing through the first verse together.             <ul style="list-style-type: none"> <li>○ Listening for balance and blend of vowels.</li> <li>○ Securing pitches and 2 notes slurs.</li> <li>○ Solidify understanding of new vocabulary words.</li> <li>○ Teacher will come around to listen to help with pitch accuracy and vowel production, as needed.</li> <li>○ Students should be prepared to share 1 idea about what the text means to them, or how they are thinking about it, and a word that was new to them (and its definition) with the rest of the class.</li> </ul> </li> </ul> <p><b>Class Discussion</b></p> <ul style="list-style-type: none"> <li>● Students will share ideas about what the text means to them and their new vocabulary word with its definition.             <ul style="list-style-type: none"> <li>○ Teacher will provide clarification on new vocabulary, as needed.</li> </ul> </li> </ul>	
4.	<b>Closure</b>	<ul style="list-style-type: none"> <li>● Everyone will sing through “The Ash Grove” with the teacher playing</li> </ul>	5 minutes

		<p>piano accompaniment, keeping proper vowel formation in mind, 2 note slurs, and what the meaning of the text is.</p> <ul style="list-style-type: none"> <li>○ Goal is to sing through with proper blend/balance of vowels and correct two note slurs (80% success rate).</li> <li>● On second sing through, students will work on putting in the dynamics for the first verse as a preview for what we will be working on next class.</li> <li>● Students will be reminded to complete their self and group evaluations in their reflection journals before the next class.</li> </ul>	
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<p><b>Assessment/ Evaluation of Students' Learning</b></p>	<ul style="list-style-type: none"> <li>● Students will receive participation marks based on contributions (both introverted and extroverted) to the class and Chamber Group.             <ul style="list-style-type: none"> <li>○ Participation marks will be based off of students' self and group evaluations in their reflection journals at the end of class.</li> </ul> </li> <li>● Students will later be asked to perform a series of English pieces (including "The Ash Grove") in their chamber groups, where diction and personal interpretation will be assessed by the teacher.</li> </ul>
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<p><b>Adaptations for English Language Learners</b></p>	<p><b>Warm Up</b></p> <ul style="list-style-type: none"> <li>● Speak through text slowly and clearly and repeat as needed.</li> <li>● Instructions will be given as short, simple sentences, as well as summaries for any long/complex sentences.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>● Repeat new vocabulary many times and give gestures and visuals (images/pictures) to explain them.             <ul style="list-style-type: none"> <li>○ Allow ELL to use a dictionary in their home language for reference.</li> <li>○ ELLs will be given flashcards with the new vocabulary word with a picture on them.</li> </ul> </li> <li>● Be sure to chunk and break down all new information and instructions into small, concise steps.</li> <li>● Write new vocabulary words up on the board.</li> <li>● Use the new vocabulary in a sentence to contextualize it.</li> </ul>
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	<ul style="list-style-type: none"> <li>○ Have them get into pairs to come up with a sentence together (with an English language speaker).</li> <li>○ Have students practice saying words in small groups (where at least one English language speaker is present).</li> </ul> <ul style="list-style-type: none"> <li>● ELLs may also read text silently in their head so they do not feel uncomfortable speaking out loud in front of their peers.</li> <li>● Reduce the amount of metaphors, idioms or colloquial language used, and explain any that are used.</li> <li>● During sharing portions, ELL students may ask for an English language student to help them share their ideas, can illustrate ideas (words or drawings) on a piece of paper, use their home language to write down ideas, or share with the person beside them.</li> </ul> <p><b>Practice &amp; Production</b></p> <ul style="list-style-type: none"> <li>● When working on singing their parts on text, be sure to repeat words/phrases several times and provide further definitions/context as needed.</li> <li>● Chamber groups will have at least 1 ELL in each so that they can be supported by the English language speakers.             <ul style="list-style-type: none"> <li>○ Encourage students to talk about the new concepts presented and use new explicitly taught vocabulary in chamber groups.</li> </ul> </li> <li>● Again, ELL students may ask for an English language student to help them share their ideas, can illustrate ideas (words or drawings) on a piece of paper, use their home language to write down ideas, or share with the person beside them.</li> <li>● Check in on ELLs during the chamber group time to offer support as needed             <ul style="list-style-type: none"> <li>○ A good time to offer words of encouragement, as well!</li> </ul> </li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>● Continue using gestures, body language and visuals to guide ELL through the text when doing final sing through.</li> <li>● Be sure to do a final check-in with ELLs to congratulate them on their progress and offer positive feedback.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>● ELLs will be evaluated based on content of their responses during class discussions rather than language.</li> <li>● ELLs will not be evaluated on accuracy of English text, but instead their ability to recognize and define new vocabulary.</li> </ul>
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	<ul style="list-style-type: none"><li>● May sing respective part on a neutral vowel, such as “doo” depending on comfort level with English.</li><li>● ELLs will be given extra/sufficient time to complete reflection journals and may choose to write in their home language depending on their comfort level and ability.</li><li>● Criteria and grading rubric will be given well in advance to ELLs, with the option of having it translated into their home language.</li></ul>
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## Lesson Reflection

Seeing as not all ELLs are at the same point on the CEFR scale, I wanted to ensure that my lesson plan would reach ELLs of various levels by offering assessment variations. For example, ELLs will not be assessed on the accuracy of their English diction when singing. Instead, they will be assessed on the quality of their singing tone and the content of their answers during discussions (rather than their language skills). They are also given extra time to complete their reflection journals. Furthermore, I offered assessments based on students' personal inferences and understandings. This way, ELLs could choose an aspect they were most comfortable with in order to make a connection to and/or explain it.

I used scaffolding and the Cummins model to better assist ELLs. By doing so, I could integrate more or less support (depending on their abilities) to ensure they were feeling successful. Seeing as this was the first day we were working on this piece, I used relatively cognitively undemanding language tasks (i.e., introducing and defining new words) first before moving towards more cognitively demanding tasks (i.e., making a connection to the text). I first considered scaffolding for comprehension. I helped students connect new understandings to concepts already explored (i.e., have we sung in this language before?). I adjusted teacher input by speaking slowly, simplifying sentence structure and using gestures. ELLs were also given vocabulary flashcards with pictures ahead of time. An important factor in scaffolding for production was creating a safe environment for ELLs to experiment with language, hence why they were given multiple opportunities to practice speaking in small groups/pairs. Additionally, I made note of scaffolding for interaction. I kept groups small and emphasized the value of collaboration (especially in music ensembles). This helped to establish a routine for ELLs.

Furthermore, I wanted to integrate multiple opportunities for practice and feedback. One way I did this was by using group/partner work to better support ELLs. They could ask clarifying questions in whichever language they wanted (using Google Translate/dictionaries as needed) and get support from English language speakers. I also wanted ELLs to assess their own work and progress, hence why every class ends with a reflection journal on their progress and development. Regarding assessment tools, ELLs will also be given the choice to see the criteria and grading rubric in their home language.

Thinking about what was reasonable to ask of ELLs at various stages of language development helped me determine what kinds of support and adaptations ELLs would need to feel supported and be successful throughout this lesson.



**Resources**

**Text - The Ash Grove  
First Verse**

Down yonder green valley

Where streamlets meander

When twilight is fading

I pensively rove.

Or, at the bright noon-tide

In solitude wander

Amid the dark shades

Of the lonely Ash Grove.

‘Twas there while the blackbird

Was cheerfully singing

I first met that dear one,

The joy of my heart.

Around us for gladness

The bluebells were ringing

Ah, then little thought I

How soon we should part.