

# General Music Lesson Plan

Grade Level: 2nd Grade

Osmo Coding Jam

National Music Standards	
<b>Creating</b>	
✓ Imagine	✓ Evaluate and Refine
✓ Plan and Make	✓ Present
<b>Performing</b>	
✓ Select	✓ Rehearse, Evaluate and Refine
✓ Analyze	○ Present
✓ Interpret	
<b>Responding</b>	
✓ Select	○ Analyze
○ Interpret	✓ Evaluate
<b>Connecting</b>	
✓ Connect #10	✓ Connect #11

Area(s) of Focus
Composition, Form, Texture

Materials Needed
<ul style="list-style-type: none"><li>• Osmo base</li><li>• Osmo Coding Jam Game Set</li><li>• Student devices (iPad or iPhone), headphones may be preferred</li><li>• Student worksheet guides for composition</li></ul>

SAMR Level
<ul style="list-style-type: none"><li>○ Substitution</li><li>○ Modification</li><li>○ Augmentation</li><li>✓ Redefinition</li></ul>

## **Behavioral Objectives for the Lesson:**

- Students will demonstrate understanding of form, melody, and harmony through analysis and composing.
- Students will convey expressive intent by making purposeful compositional choices.

## **Procedure:**

- Teacher will show students a Youtube performance of the group Pentatonix and ask the students to listen for how the musical examples change as more members are added to the performance.
  - [Safeshare link to Pentatonix performance](#)
- Teacher will lead a class discussion reviewing melody, harmony, and rhythm by relating to the video. For example, try pausing the video at different places and identifying which member of the group is singing the melody and which are singing the harmony. How are interesting rhythm patterns added? (Through the beatboxing member, using his voice to make percussion sounds and add rhythm). How does the music change as more members are added?
- Teacher will explain to the students that they will be creating compositions with layers of rhythm patterns, melody, and harmony using Osmo Coding Jam. Teacher will read through the first compositional worksheet guide and explain procedures for completion.
  - [Link to first worksheet guide](#)
- Students will work either in small groups or individually on first composition activity depending on amount of devices and Osmo sets available.

- Another day, teacher will read through the second compositional worksheet guide and self-evaluation and explain procedures for completion.
  - [Link to second worksheet guide](#)
  - [Link to self-evaluation worksheet \(page one\)](#)
- Before students complete this task, the teacher will lead a class discussion on what could make for an interesting composition, considering the following:
  - Form
  - Variety of sound choices (characters)
- Students will work either in small groups or individually on second composition activity depending on amount of devices and Osmo sets available.
- Another day, teacher will read through peer evaluation worksheet and model evaluating a peer composition using the peer's worksheet guide and listening example
  - [Link to peer evaluation worksheet \(page two\)](#)
- Teacher will assign students (or student groups) partners to switch with and evaluate. After students fill out the peer evaluation, the teacher will allow students time to share their feedback with the student (or student group).

Method of Assessment				
✓	Individual	OR	✓	Written
✓	Group		○	Performance

#### Assessment:

- Students are assessed via the student composition guide worksheets and submitted compositions.
- Additionally, students can be assessed on evaluations.

#### Technology Tips for this Lesson:

- The Studio mode of Osmo Coding Jam is required for this activity and is made available once 100 hearts are earned through Practice mode. As student familiarity with Osmo Coding Jam is necessary for this lesson, it would likely work best for students to work through several guided levels on Practice mode before attempting this lesson (which will also eventually open the Studio mode).
- The teacher can create a profile for each student or student group ahead of time using their account set up through <https://my.playosmo.com/>
  - After student profiles are created, when students “share” their compositions, they will be e-mailed to the teacher. The teacher can even play these shared compositions for the entire class via the link and a projector connected to the computer.