

TPS Professional Development Activity Template

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School or Institution: Library of Congress, Educational Outreach Division

Projected Date for Implementation: November 6th

Title of Activity	<u>Using a Score to Reach All Ages</u>
Overview	The Library of Congress hosts thousands of online music resources. In this session, participants will practice searching the collection, analyzing pieces, incorporating them in all grade levels and ensembles, and applying the Core Arts Standards to their generated ideas.
Essential or Investigative Question	How can Primary Source music scores be analyzed to generate ideas for differentiated, standards-based instruction at a variety of levels in the music classroom?
Audience	<p>This activity is best suited for educators of the following grade levels (<i>List those that are applicable</i>):</p> <ul style="list-style-type: none"> ● <i>Grades K-2</i> ● <i>Grades 3-5</i> ● <i>Grades 6-8</i> ● <i>Grades 9-12</i> <p>This activity is best suited for educators of the following content areas: <i>Music</i></p>

Time Required	2 hour-long sessions
Goal	<p>Participants will be able to:</p> <ul style="list-style-type: none"> ● Find relevant sources through LOC.gov ● Develop age-appropriate teaching strategies through primary source analysis ● Connect activities to the Core Arts Standards ● Implement their plans in the classroom
Standards	<p>ISTE Standards for Teachers http://www.iste.org/standards/standards-for-teachers</p> <ul style="list-style-type: none"> ● 1a Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness. ● 2c Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning. ● 3b Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency. ● 3c Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property. ● 4a Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology. ● 5a Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. ● 5b Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning. ● 5c Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.
Objectives	<p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> ● Describe examples of the benefits of teaching with primary sources. ● Analyze a primary source using Library of Congress tools. ● Access teaching tools and primary sources from loc.gov/teachers. ● Identify key considerations for selecting primary sources for instructional use ● Access primary sources and teaching resources from loc.gov for instructional use. ● Analyze primary sources in different formats. ● Analyze a set of related primary sources in order to identify multiple perspectives. ● Facilitate a primary source analysis using Library of Congress tools. ● Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.). ● Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.
Digital Resources	<p><i>Use this section to link to the primary sources, handouts, documents, and web sites that will be used. Each TPS PD Activity Plan should include at least one primary source from loc.gov.</i></p> <ol style="list-style-type: none"> 1. Primary sources from loc.gov: <ul style="list-style-type: none"> ○ <i>The Connecticut pedlar</i> <ul style="list-style-type: none"> ▪ 1850 ▪ Dunbar, H.W

	<ul style="list-style-type: none"> ▪ https://www.loc.gov/item/sm1850.470390/ ○ Assorted primary-source sheet music; my collection centers around Connecticut, but a collection could be tailored to the interest of any group <ul style="list-style-type: none"> ▪ https://tpsteachersnetwork.org/album/44009-a-collection-of-connecticut-music 2. Other resources: <ul style="list-style-type: none"> ○ Interactive slides (in development), including graphic organizers and reference videos: <ul style="list-style-type: none"> ▪ https://drive.google.com/open?id=1t6NKCdbLRX4eer2k-gyr4ETEpiOHdkLC
<p>Classroom Materials</p>	<ul style="list-style-type: none"> ● Projector/Computer for presentation ● Ideally, each participant will have an Internet connected device (phone, tablet, laptop, or computer lab) ● Post-It notes in four colors ● Primary-source sheet music copies (ideally one piece per participant) ● Blank copies of the Artistic Processes Graphic Organizer ● Blank paper ● Writing utensils

Preparation	<ol style="list-style-type: none"> 1. Print out scores from the album, stapled into packets. Prepare enough unique scores that each participant can receive one. 2. Unless there is an extremely high-quality projector, "The Connecticut Pedlar" should be printed for all participants for ease of sight-reading. 3. Be ready to display the interactive slides. It is important for the projection screen to be within reach of participants. 4. Have all supplies ready.
Procedure	<p>Session I: Beginning Primary Source Analysis</p> <p>Introduction</p> <ol style="list-style-type: none"> 1. On personal devices or in a computer lab, have participants navigate to the LOC record for the sheet music, "The Connecticut Pedlar" at https://www.loc.gov/item/sm1850.470390/. 2. Have participants notice the blue hyperlinks within the record. 3. Set a timer for 4 minutes. Invite students to explore the collections by clicking any links that pique their interest; no typing allowed. When the timer runs out, every student should have "landed" on a different source. 4. Briefly define "primary source" and invite participants to reflect on whether their found item is a primary source. Describe how copyright pertains to primary source materials hosted by the Library of Congress. <p>Icebreaker</p> <ol style="list-style-type: none"> 5. Have each participant address the group with a brief personal introduction (name and school) and one sentence to describe the source they've discovered. 6. In response to participant contributions, highlight the ability to easily search by ensemble type and historical period. Point out the advanced search function and Google site search. Note the YouTube demonstration links will be included in the session materials for individuals who would like direct instruction about search techniques. <p>Analyzing a Primary Source</p> <ol style="list-style-type: none"> 7. Display the Observe-Reflect-Question process and guide participants through this process with "The Connecticut Pedlar." Type participants' responses into the interactive slide. Opportunities may arise to ask clarifying questions to help participants grasp the difference between the three processes. <p>Connecting to the Artistic Processes</p> <ol style="list-style-type: none"> 8. On the projection, overlay a color-coded banner of the Four Artistic Processes. Invite participants to take a Post-It and highlight an item from the Observe-Reflect-Question chart that would engage students in a particular Artistic Process, using the color-coded scheme. <i>Sample responses: "There are lots of tonic and dominant arpeggios" is an observation that students could perform on ukeleles, guitars, or Orff instruments; "I wonder if the song's lyrics would change with the pedlar's stock of the day" is a question that could lead to students creating their own verses; "Pedlar is a different spelling than we use today" is a reflection that could connect with a mini-lesson on phonics and homonyms; "The fermatas outline the phrase structure and give the singer a chance to breathe" is a reflection that students could respond to with a physical beatkeeping activity.</i>

9. Ask participants to share the classroom activities they imagined when they made their color choice. Record classroom activities in a graphic organizer that displays the four color-coded artistic processes and a gradient ranging from the youngest to the most advanced musicians.
10. Wrap up discussion:
 - How can using primary sources for scores foster authentic cross-curricular partnerships?
 - How can students' participation in analyzing a primary source help shape and direct areas for subsequent musical experiences? How can this process create opportunities for student-directed learning?
 - What are the benefits of using one primary source across a variety of age and ability levels?

Session II: Independent Application

Introduction to New Scores

1. Have a variety of LOC scores on display and have participants take one as they enter the room.
2. Project the Observe-Reflect-Question graphic organizer with participants' input from the first session to provide context for newcomers. Invite participants to spend a few minutes individually analyzing their chosen primary source. Encourage them to think from an educator's perspective and also from a student's perspective.

Making Connections

3. Ask participants to get up and move around the room, comparing their item with others' and noticing items with a similar theme or musical content.
4. Ask participants to form groups of 4-5, unified by a common trait they notice in their scores.
5. If anybody appears "lost," ask the groups to listen to that person describe his or her item. Groups can invite this person to join them, briefly explaining their rationale for why the item fits with their group.
6. Once all groups are formed, ask them to create a title for their group. *Examples could be: Two-Part Vocal Music, Songs in Dorian Mode, Songs in Compound Meter, Love Songs.* Have each group create a big, legible sign of their title using markers and paper.
7. Groups will report by showing their items. One person will describe the process they used to discover how they belong together

Applying to the Classroom

8. Take a show of hands to ensure each group has a heterogeneous mix of vocal, instrumental, and general teachers from a variety of age levels. The facilitator may wish to move a few participants to help the heterogeneity of all groups.
9. Ask each group to select one score to focus on for further study.
10. Project the Four Artistic Processes gradient from Session 1 and review it for context. Give each group a paper copy of the blank graphic organizer. The groups will have 10 minutes to discuss and add classroom activities to their graphic organizer for their chosen score. Ideally, the groups will have at least one activity for each artistic process, and the activities will span a wide age range.

	<p>Sharing</p> <p>Depending on time, one or both of the following sharing activities may be used:</p> <ol style="list-style-type: none"> 11. Ask each group to present 3 sample activities: one from an elementary music educator, one from a secondary general perspective, and one from a performing ensemble perspective. “Bonus” if the group chooses to perform part of their score. 12. Have each group lay out their score collection and completed graphic organizer. For five minutes, have elementary music educators circulate the room to see other groups’ work, leaving secondary educators at their group’s display to answer questions. Then, swap roles: Give secondary educators five minutes to observe while elementary educators are available to answer questions.
<p>Assessment/ Reflection</p>	<p>In the final activity, each group will present their chosen score and a completed graphic organizer to other educators; this will demonstrate the quality and depth of each group’s work. All participants will have an opportunity to observe the work of other groups, reflecting on the sources and activities they wish to bring back to their classroom.</p>

Please submit final version in Word format to the TPS office so that the lesson plan can be vetted for publication. Click File and select Download as a Microsoft Word document to your computer.