**LAMP - INSTRUCTIONAL NARRATIVE**

***Presentation of Directions***

I tried to make the directions and expectations as clear and specific as possible for the students. Before I gave the pre-test, I explained to the students the purpose and goal of my project. The goal was not only to see how much students could improve from the pre-test to the post-test, but to help them understand the fundamentals of music theory to help them develop as musicians. I assured them that the pre-test was to set the baseline for their knowledge, and that the test was meant to challenge them and that they may not know the answers to every question, if any. The post-test would determine their growth over the course of the unit. My cooperating teacher included the pre-test, post-test, and a couple homework assignments in his grading to help provide some incentive for the students to participate as they would for any other class.

Each day at the start of class I would write the Daily Learning Objectives and the procedure or schedule for the day and go over these with the students before we began. I also had student volunteers go over the directions on our worksheets, and at the end of class I would review or summarize what we had learned that day. After we had summarized the lesson, I would tell the students what the focus would be the next day so that they knew what to look forward to. Though optional, I provided a study guide for the students that had material that was parallel to what would be on their post-test. I guided them through each section of the test to help dispel any misunderstandings or misconceptions about any questions or the post-test itself.

***How Standards Relate to the Unit***

The first primary standard, National Standard for Music Education 5 (Reading and notating music), was achieved through writing scales and intervals as well as identifying written intervals and chords. In the first lesson, I assessed students prior knowledge and reviewed materials, and I introduced and reviewed with the students the notes of the clef they don’t normally read. The students were given opportunities to read musical notation, writes and alter scales, build intervals and chords, and identify chord quality and intervals by sight throughout the unit and on both tests. These strategies helped promote mastery of the various concepts.

My next primary standard, National Standard for Music Education 6 (Listening to, analyzing, and describing music) relates to the unit through the use of aural identification. Students were taught each concept visually, in written form, and in aural examples. Both the pre-test and the post-test included aural identification, which was the primary assessment method for evaluating students' listening abilities. The students spent time developing this skill over the course of the unit.

The first secondary standard in this unit was National Standard for Music Education 1 (Singing, alone and with others, a varied repertoire of music). This standard was chosen as a secondary standard because it was closely associated with National Standard 6 (Listening to, analyzing, and describing music). To help reinforce students’ ability to identify aural examples, I had the students sing the various scales, intervals, and chord tones. This helps students internalize how the scales and intervals sound because they are actively participating in creating the scale or chord with their voices. The benefit of utilizing singing to help reinforce this skill was that each student could sing easily without needing to transpose to his or her respective instrument.

The second secondary standard in the unit was National Standard for Music education 2 (Playing an instrument, alone and with others, a varied repertoire of music). This unit was taught to an 8th grade band class; therefore, each student could easily perform on their instruments as part of the lesson. To promote and reinforce students’ knowledge of the concepts, I had the students incorporated them into warm-up exercises (constructing a minor scale by altering scale degrees, creating chords, identifying intervals in an exercise, etc.); not only did this help reinforce the sound of each scale and interval, but it assisted the students in reviewing how to construct scales and intervals.

The final secondary standard addressed in this unit was Literacy Standard 6-8.RT.3 (Follow precisely a multistep procedure when performing technical music tasks). This standard, though not an academic music standard, was relevant because students need to develop the skills that allow them to read complex informational music texts with independence and confidence. Students not only read written notation, but also need to be able to contextualize music terms in various languages. Daily, music students must pay close attention to detail, critique and evaluate music and interpretations of music, synthesize complex information, and follow intricate procedures. This specific standard was exemplified when students were learning about the construction of major and minor scales. Students were given multiple forms of evaluating, constructing, and altering scales and chords, and each method (such as the formula for a major scale, or the altering of scale degrees) was used in various fashions to produce an end result (the scale itself), which students would evaluate and then perform.

***Real-Life Applications***

This unit connects directly to students’ musicianship because the concepts expanded their understanding of music. These concepts have not only allowed students to play a larger variety of music, but understand it at a fundamental level and improve their awareness and understanding of balance, blend, and intonation. The students are also capable of changing simple melodies and excerpts from their repertoire from major to minor and vice versa; moreover, the ability to recognize and demonstrate major and minor tonality, construct major or minor scales and chords, and identify scale degrees and intervals directly impacts students daily lives, as the content of the unit correlates to popular music that students hear on the radio and through the media. In fact, much of popular Western music is composed of major and minor modes and basic intervals, which students are now familiar with. This allows students to take these skills and learn some of their favorite melodies, or have a deeper understanding of music they enjoy listening to.