

Video Form

Video Segment 1:

Lesson Plan # 1

Date: 10/25/17

Description of student work: Students are using their voices to create chord progressions; this will be used to harmonize a pop melody later. The students seen in this shot are three boys (one in a long-sleeve shirt, one in a grey sweatshirt, and one in a Groot hat) and the backs of two girls (one with black hair and one with blond). The next shot shows one of the small groups performing their vocal arrangement of a verse of *Hallelujah* by Leonard Cohen. There are five boys in this shot, including the three previously seen, a boy in a green hat, and a boy in a short-sleeved California t-shirt.

Video Segment 2:

Lesson Plan # 2

Date: 10/26/17

Description of student work: Students are seen working in small groups on their final mash-up arrangement projects. Group 1 includes one boy, a black-haired girl with a ukulele, a blond girl in all black with a laptop, and a blond girl with her song packet. The second group includes a brunette girl at the piano and a blond girl in a black jacket. The third group includes three boys, one in a grey sweatshirt, one with a ukulele, and one in a short-sleeved t-shirt. The fourth group includes three boys, one of whom is wearing a suit, one in a green hat, and one in a plaid shirt.

Video Segment 3:

Lesson Plan # 3

Date: 10/27/17

Description of student work: Students performed their mash-ups for the group and then participated in a reflective discussion about the process. Group 4 is seen performing an arrangement of *Heathens* by Twenty-One Pilots and *Let It Be* by The Beatles. Group 3 is seen performing an arrangement of *Don't Stop Believing* by Journey and *Hallelujah* by Leonard Cohen. Group 2 is seen performing an arrangement of *Colors* by Halsey and *Chandelier* by Sia. Group 1 is then seen performing *Stay with Me* by Sam Smith and *She Will Be Loved* by Maroon 5. The last shot is myself leading a reflective discussion with the students about the process of creating their mash-ups. The students that can be seen in this shot are members of groups 1 and 3, and occasionally a member of groups 2 and 4.

Explanation of edits:

The cut in the Lesson 1 segment shows the beginning of the lesson where students begin to learn how solfege can inform vocal harmonization and the end of the lesson where students broke into small groups to create vocal arrangements of a pop song verse. The cuts in the Lesson 2 segment show the students working independently in small groups on their final mashup arrangements. The cuts in the Lesson 3 show parts of each group's final mashup arrangement and part of a whole group reflection discussion.