

**Phase III Learning Case Study:
Project-Based & Problem-Based Learning**

**PSY 205 Educational Psychology
Learning Plan Template**

<p>Teacher Name: Miss. Kierra Anderson</p>	<p>Grade & Subject: 9th Grade, Orchestra</p>
<p>Name of School: Happy Trails High School</p> <p>Background of School (“culture”): Happy Trails High School is located in Kalispell, Montana. Kalispell is a town of about 23,000 with 92% of the population being Causasian and 98% speak English. There is a lack of diversity within the school system compared to other schools in the United States. Happy Trails High School follows suit with previous demographics with 95% Caucasion, 3% Hispanic, and 2% American Indian.</p> <p>Happy Trails High School is a middle-class school, with a mixture of high and low income families. It is located in central Kalispell in a well-established neighborhood. At Happy Trails High School, 800 students are taught reading, writing, math, science, and social studies within their general education classroom. They also spend time in gym, music, art, and any additional extra curricular activities.</p> <p>The staff at Happy Trails High School is young and dedicated to their teaching. They are committed to providing a rigorous education through both hands on and innovative methods. Due to their recent education training, they are able to have exciting new methods of teaching and learning. For example, new technology integration within the classroom that helps enhance lessons. They can also implement various types of project and problem based learning.</p> <p>The students within this environment found themselves looking forward to entering the school setting. There is a small number of students that misbehave but when problems arise they are dealt with in a timely manner. Happy Trails believes that with poor actions comes consequences and the students are expected to take responsibility for their mistakes.</p> <p>Finally, parental involvement is at a steady pace at Happy Trails High School. Parents are involved in sporting events, volunteering, and community activities. The parents are investing a lot of their time into not only their students but all the students at Happy Trails High School. There is a parent/teacher advisory board, make important decisions, help plan important events, and are in the classrooms every once in a while.</p>	
<p>PBL: What does musical</p>	<p>Specific Standards:</p> <ul style="list-style-type: none"> ● MU:Pr4.1.E.II.a- Use provided criteria to select varied repertoire based on form, musicianship skills of the individual or ensemble, and purpose of the performance.

<p>growth look like?</p>	<ul style="list-style-type: none"> ● MU:Pr4.2.E.II.a- Analyze how musical elements, simple compositional devices (i.e., tonality, repetition, and sequencing) and context of musical works inform performances. ● MU:Pr4.3.E.II.a- Identify and demonstrate expressive qualities in varied repertoire that relate to context and expressive intent. ● MU:Pr5.3.E.II.a- Use provided criteria for self-reflection and/or peer feedback to address expressive qualities and technical challenges to refine individual and ensemble performances of a varied repertoire of music. ● MU:Pr6.1.E.II.a- Present musical work(s) with refined technical accuracy and expression through individual and ensemble performances of a varied repertoire of music.
<p>What Resources Will the Students Need (describe all resources and learning materials necessary for your project (e.g., Internet sites, colored paper, graduated cylinders, etc.)</p> <ul style="list-style-type: none"> · The students will need access to the internet, to listen to the recording of the song given to them by the teacher, and videos of styles expected of them. · A copy of Dragon Hunter, in their own part. Provided by me the teacher. · Their instruments and everything to go with it. Instrument, bow, rosin, shoulder rest, rock stop, mute, and anything else that is needed. · Have a practice log that the students need to fill out everytime they practice to make sure that they are working and learning the music as they should be. At least 60 minutes per week. · 	
<p>What Resources Will the Students Need (describe all the resources/materials needed for your students to learn):</p> <ul style="list-style-type: none"> · Student 1: Mari- She has logical ideas and is mature for her age. Mari rarely makes risky decisions, unless it will have a positive impact on her life. She is very social and has a creative imagination. Mari is good at keeping attention and knows what she wants to do. Mari would need more music that is a bit more challenging than her classmates as solo repertoire, to help put her a bit out of her comfort zone and is able to challenge her. Jack would need to be checked up on a couple times to make sure that he is following what is being talked about with the piece. · Student 2: Jack- He is a mature young adult but his prefrontal cortex is not yet developed resulting in his risky behaviors. Jack excels in his academics but may need more motivation in orchestra because he wouldn't be all too interested in being in the class. Jack would need to be checked up on a couple times to make sure that he is following what is being talked about with the piece. · Student 3: Emma- She is a mature and confident student who has the basic understanding of reading and writing and is sometimes slower at understanding more difficult words, in class she may need other explanations to help her understand some terms used to better her learning. She 	

may need some extra guidance, like some extra training to teach her to read ahead so she knows what is coming up in the piece. She would be willing to challenge herself with a solo, but will need the extra motivation to learn the piece and not give up.

· **Student 4:** Brandy- Excels in her classes, she is creative and very social and will talk to anyone. She has a great memory and is motivated by wanting to do better. In class Brandy may need a little push to get her motivation going to better herself. She would also need music that would give her more of a challenge.

Students Will Do (describe what will be done during the unit in the order they will be done):

1. Hand out original copies and practice copies of Dragon Hunter to the students, picked based on their playing abilities as a group.
2. Sight read the piece, to get a better understanding of the students sight reading abilities, and their ability to look ahead at what they are playing.
3. Listen to the recording that is provided to them by the teacher.
4. Talk about bowings, dynamics, and other questions that may come up in the piece.
5. Pull out the recording that you had chosen again, and have the students demonstrate dynamics moving their hand up and down in correspondence to the dynamics, while following along with the recording.
6. Auditions for the solo in the piece, (everyone will have to audition), this will also help show if the student is really practicing or not,
7. Perform a concert with this piece and a couple others for their peers (friends and families).
8. Concert reflection the day after the concert. Talk about what went well and what they could improve on as a group and what they can improve on as an individual.
9. As the teacher makes it your project to now pick music out that will help challenge the

Describe How This Will be Developmentally Appropriate for:

- **Brain Development:** Playing an instrument enhances verbal memory, spatial reasoning and literacy skills. It also makes the student use both sides of their brain which also helps strengthen their memory power.
- **Cognitive Developmental Stage:** These ninth graders are in Piaget's fourth and final stage, The Formal Operational Stage. In this stage the students are moving beyond reasoning only about concrete experiences and think in more abstract, idealistic, and logical ways. They use the resources provided to the to further their knowledge on the piece and they practice to better their playing on the piece.
- **Emotional Developmental Stage:** The students are currently in the Identity vs. Identity Confusion stage. This is an interesting time for the students because they are really trying to figure out who they are and what they should be doing with themselves. They are experimenting with themselves and deciding "what is me" and what makes them happy doing these things. In

students on what they said they needed to improve on.

orchestra, the students have the ability to talk to others about something that they all have in common and make friends with those people. It also helps them decide if this is an extracurricular activity they'd like to do. Being in an orchestra allows the students to explore and practice something while being in a safe environment, where risks can be taken and mistakes can be made with no judgement by others.

· **Identity Development:** Ninth graders are at the point in their development where they are trying to figure out who they are and what they can do to help them figure out who they really are. This project is important in their stage of development because it helps them get to know what they like to do. This helps the students decide if music is also something they can use to define who they are and it is something that helps develop the student mentally

· **Moral Development:** As the students learn more about what choices are appropriate and what choices are inappropriate, they are able to learn what choice is the wise choice and what choice is the poor choice. As the students are in the orchestra class they have to work together almost as a team or in small sections. During this time they have the ability to work on their teamwork, communication, and critical thinking skills. Doing this in their class will help develop and strengthen their moral development.

