

I chose to focus on culture in music for my unit plan because it connects many of the forms of literacy we have discussed in class over the past semester. It allows the students to explore not only music literacy and the text on the page, but also music history, language, poetics, and culture around the world which allows for connections across the disciplines. The music presented represents a wide range of cultures and historical time periods including ancient China, South Africa, 19th Century America and the current day. Over the course of the unit, students are able to expand their knowledge of music and literacy through the use of Powerpoint presentations, audio and video recordings, performances, and discussion. The incorporation of solfege and music theory exercises allows students to grow in their musical literacy, and become familiar with the terminology required to read, talk about and understand the music. They are able to foster the ability to write about music through brief writing exercises and the use of graphic organizers including a mind map. By the end of the unit, each student should be capable of reading, writing about, discussing and performing the music presented with language appropriate to the music discipline.

In my lesson plan, I chose to incorporate a multitude of resources to interact with the text to allow for deeper understanding and to create the opportunity to reach different types of learners. The class will begin with a question of the day, an activity I borrowed from my own high school choir classroom, to get the students thinking creatively and to help frame their thoughts for later discussion. Next, I introduced the song with a brief powerpoint presentation on the history of freedom songs in South Africa, which not only exposes the students to a culture they are not taught about extensively in their general history classes but also gives them a solid foundation of knowledge to connect to the music. I chose to do this through powerpoint as it is a

multimodal tool which means it requires more than one expressive or receptive channel to process (Wolsey, 2017, p. 200) and when employed correctly can enhance the student's learning. I also chose to play a video recording of a real South African choir singing the song as they marched through the streets of Johannesburg which allows the students to put what they have learned so far about the music and culture into a real-world perspective.

Since I am presenting a fair amount of information in this lesson I decided to give the students the opportunity to take notes, and organize their thoughts with the use of a graphic organizer. For this, I chose a mind map since through our discussion and interaction with multiple graphic organizers throughout the semester it seemed that this was one was the most positively received as it allows for a great deal of freedom in the way that a student may express and organize their thoughts. The think-pair-share strategy is also employed by allowing the students to organize their own thoughts about what they have learned with the graphic organizer, work on expressing those ideas with a partner, and then share their thoughts with the class through a group discussion. Discussion is an integral tool employed both in this particular lesson and throughout the unit plan. It is such a valuable tool because it is "one of the tasks that require students to collaborate while using their language" (Wosley, 2017, 55) and promotes a better understanding of the topic as students express their own ideas and learn from others. Being able to talk about a subject with the vocabularies and strategies specific to that discipline leads to a better understanding of the discipline and others that relate to it.

By interacting with the music in so many ways I am able to emphasize the points I am trying to make, and the students are more likely to remember and apply what they have learned to future exercises. According to the Cone of Learning (Edgar Dale, 1960), we only remember

10% of what we just read but 90% of say and do, so by interacting with the music in so many ways through both talking about and performing it the students are much more likely to remember what they have learned and be able to apply it in the future. Through the application of multimodal tools such as the video recordings, presentations, and discussions throughout the unit the students are actively engaged in the learning process and are therefore more likely to remember and apply what they have learned to future musical and non-musical experiences.

At the beginning of the semester, I wasn't sure how literacy related to music and was a bit doubtful of the benefits and practical application of the material we were learning to the music classroom. As I learned more about what disciplinary literacy means and how literacy in the disciplines can be applied to different content areas this opinion changed. I see now that literacy can take many different forms. In music, a text can be a physical copy of the score, a recording, a live performance, a movie scene, and so many other sources. We are able to interact with these texts by reading, writing, improvising, listening, analyzing and through kinesthetics. Through the incorporation of literacy in the discipline skills, or those that can be applied to all areas, students gain a foundation of tools and strategies to interact with a text that informs disciplinary understanding. Through exercises such as those described in my unit plan and lesson plan, students acquire the skills necessary to talk about, act within, and perform music.

Over the course of the semester, I have learned not only how literacy can be applied to my discipline but also how to incorporate multiple modes and methods of learning and how to interact with a text in a multitude of ways. I have also discovered many ways to differentiate learning and assess students on multiple levels. I learned the importance of framing learning around a big idea or essential question. I have also gained a solid foundation of tools and

resources to engage with the text in many ways and look forward to exploring the practical application of these resources in the classroom. By engaging with music and literacy in these ways in the classroom we are able to expand on simple elements of music literacy and employ skills and techniques that forge a deeper understanding of music itself and relate it to other disciplines.

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